ED 376 268   AA 001 255

Resources in Education (RIE). Volume 30, Number 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 376 269   CE 064 024

Education for Homeless Adults: Strategies for Implementation.
PUB DATE- 93
NOTE- 81p.; For a related document, see ED 329 779.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Persistence; Adult Education; Adult Educators; Economically Disadvantaged; *Homeless People; *Independent Living; Instructional Materials; Learning Activities; Learning Motivation; Lesson Plans; Marketing; Personal Autonomy; Program Evaluation; School Holding Power; *Self Determination; Staff Development; *Student Attrition; Student Motivation; *Student Recruitment; Teaching Guides; Teaching Methods

This instructional guide is intended for use by adult education teachers who deal with homeless students either on an occasional or an exclusive basis. An introduction defines homelessness, describes how education can help, and offers a mission statement. The second section focuses on what teachers of the homeless need. It defines categories of homelessness, discusses the support teachers need, addresses staff preparation and development, and lists strategies to maximize motivation and minimize obstacles in these areas: outreach and marketing, instruction, retention, and politics. Student outcomes are listed, and suggestions for classroom preparation are made. The third section focuses on the program itself.

ED 376 286 CE 067 512

Management Curriculum Guide.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Programs and Instruction.
PUB DATE- Nov 87
NOTE- 148p.; Curriculum guide dated November 1987; academic integration supplement dated June 1994.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Exploration; Careers; Course Content; Course Descriptions; Instructional Materials; *Integrated Curriculum; Language Arts; *Management Development; *Managerial Occupations; Mathematics Skills; *Occupational Home Economics; Postsecondary Education; Science Instruction; Secondary Education; Social Studies; State Curriculum Guides; Units of Study

This curriculum guide on management was developed for use in vocational home economics education in Texas. Competencies and subcompetencies are listed at the beginning of each unit. Competencies include the knowledge, skills, effective behavior, and/or judgment needed by persons interested in home economics educational areas. Concepts related to the competencies are listed in the right columns. These codes are used: C for developing skills within the Common Elements for all vocational education, B for applying basic/academic skills, "Critical Question" for developing critical thinking skills, and "Key Question" for key points for content discussion and review. Five units cover the following: identifying and using resources; using decision making; using the management process; managing time and energy; and career options related to management. Teaching aids keyed to learning and evaluation experiences are located at the end of the guide. An academic integration supplement accompanies the curriculum guide. It contains learning and evaluation experiences specifically designed to integrate mathematics, science, language arts, and social studies principles within the management course of study. (YLB)

ED 376 287 CE 067 513

Agricultural Electronics. Curriculum Guide for Agriscience 324.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE- Jul 94
NOTE- 26p.; For related guides, see CE 067 514-515.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agribusiness; *Agricultural Education; *Agricultural Engineering; Behavioral Objectives; *Competency Based Education; *Course Content; Educational Objectives; *Electronics; High Schools; Instructional Materials; State Curriculum Guides; *Statewide Planning; Supervised Occupational Experience (Agriculture); Units of Study
IDENTIFIERS- Agricultural Sciences; *Texas

This guide outlines the topics of instruction and goals/objectives of a half-unit shop/laboratory course in agricultural electronics (Agriscience 324) that is part of Texas' secondary-level agricultural science and technology

ED 376 304 CE 067 569

Norden, Tamara, Ed.
Career Planning Curriculum for Teen Single Parents.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Oct 92
NOTE- 840p.
LANGUAGE- English
EDRS Price- MF05/PC34 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adjustment (to Environment); Behavioral Objectives; *Career Education; *Career Planning; *Competency Based Education; Conflict Resolution; Coping; Decision Making; *Early Parenthood; Educational Environment; Educational Opportunities; Education Work Relationship; Employment Opportunities; Individual Development; Interpersonal Competence; Learning Modules; Life Style; *Nontraditional Occupations; *One Parent Family; Secondary Education; Self Evaluation (Individuals); Sex Differences; Sex Role; State Curriculum Guides; Work Attitudes; Work Environment
IDENTIFIERS- Goal Setting; *Wisconsin

This guide is intended for use in presenting a 90-hour career planning curriculum targeted toward unmarried teenage parents. The guide consists of 19 units that are structured around Wisconsin's 19 developmental guidance competencies. The following competencies are covered: understand one's learning abilities and how to apply them; perform self-assessment; learn to set realistic goals and develop strategies to reach them; understand the impact of course selection on future plans; understand the school environment and the behaviors/attitudes expected; understand physical, emotional, and intellectual growth and development; learn to cope with change and plan for the future; learn conflict resolution skills; understand one's own and others' capabilities; understand personal relationships; take responsibility for decisions; understand and develop decision-making skills; understand the world of work; become informed about educational/work alternatives; understand continuous changes of male/female roles and their relationship to career choice; develop work-related interpersonal skills; become informed about employment opportunities during and after high school; form tentative career goals and strategies to reach them; and understand lifestyle preferences and relate them to occupational interests. Included in each unit are some or all of the following: overview; table cross-referencing activities included for each competency and suggested instructional strategies and instructor resources (print and audiovisual materials and software); instructor notes; additional sources of background/reference information; handouts; and activity sheets. (MN)

ED 376 305 CE 067 571

Access: Special Instructional Support Services. A Faculty Handbook.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Jan 93
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

ED 376 323 CE 067 610

Idaho Vocational Technical Education Curriculum Framework.
PUB DATE- 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Competence; *Competency Based Education; Curriculum Development; Secondary Education; State Curriculum Guides; *State Standards; *Student Educational Objectives; Technical Education; *Vocational Education
IDENTIFIERS- *Idaho

This guide describes the framework designed to help schools in Idaho to develop vocational-technical education curricula and programs that address the training needs of employers and students. The framework was developed by a team of industry and educational personnel, encompassing six goals that reflect the expectations of industry as outlined in the Schools 2000 initiative and in the Secretary's Commission on Achieving Necessary Skills (SCANS) report. The following are included in the guide: (1) principles for school reform; (2) definitions; (3) Schools 2000 vision; (4) questions and answers on performance-based education; (5) information on integration of learning; (6) vocational goals; (7) vocational goals/exit performance standards matrix; (8) an introduction that provides background, a mission statement, guiding principles, philosophy, description of a system of public schools, information on working with other educators, and description of the framework format; (9) the vocational-technical education curriculum framework, which includes standards, goals, performance objectives, progress indicators; and (10) secondary exit performance standards. (KC)

ED 376 324 CE 067 614

"Ends Don't Always Meet." 353 Project Final Report.
PUB DATE- 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Budgeting; *Daily Living Skills; *Family Financial Resources; Lesson Plans; *Money Management
IDENTIFIERS- 353 Project

A project was conducted to teach family financial management to a class of adult basic education (ABE) students. Materials on budgeting were provided, and students had to prepare budgets based on various fictitious situations described. After 2 weeks, changes in their situations were introduced so that they had to alter their budgets accordingly. The project showed that ABE students, especially those from low-income families, had little knowledge of budgeting. The project concluded that budgeting is a necessary skill to teach but that future projects should focus more on teaching students to budget for their own situations rather than for fictitious ones. (This report includes a chapter that provides students information on why they need a budget, fixed and flexible expenses, and how to

ED 376 343 CE 067 640

Leto, Lyn
Good Citizens through Literacy Network. A 353 Project Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 18p.; Light type on some pages.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *At Risk Persons; *Basic Skills; *Correctional Rehabilitation; County Programs; *Fused Curriculum; Intergenerational Programs; *Literacy Education; Program Development; Program Effectiveness; *Public Service; Reading Skills; Skill Development; Speech Skills; Writing Skills; Youth
IDENTIFIERS- 353 Project; *Parolees; Pennsylvania (Schuylkill County)

An adult basic education (ABE) class was developed to help parolees of the Schuylkill County Prison develop reading, writing, and communication skills and use those skills in a community service project aimed at helping at-risk youth. Parolees were recruited into the project through county parole officers, and their reading, writing, self-esteem, and oral communication skills were assessed. The parolees attended classes in reading, writing, and oral communication, and they applied their new skills by writing newsletters and speaking to selected classes of at-risk youth. During the project, the parolees averaged gains of 1.8 grade levels in reading and 50% on their writing samples but did not exhibit any significant gains in oral communication skills. Those parolees participating in the project manifested significant effort and enthusiasm in their attempts to keep at-risk youth from making the same mistakes they made. Project monitoring and teacher/counselor feedback established that the project objectives had been developed for higher-functioning adult basic education students. Although the county parole board supported the project, it was powerless to recruit those higher-functioning adults likely to have benefited most from the course. (Appended are recruitment flyers and the class newsletter.) (MN)

ED 376 344 CE 067 644

Voss, Cameron
Learner-Centered Alternative Assessment of Student Progress. Final Narrative Report and Appendices.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Aug 94
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Evaluation Methods; *Literacy Education; *Models; Nontraditional Education; Questionnaires; School Surveys; Student Attitudes; *Student Evaluation; Teacher Attitudes; Urban Areas; Urban Education; *Womens Education

ED 376 361 CE 067 673

Trovato, Charlene A.; And Others
Summer Institute: Focus on Assessment in Adult Literacy Education. Evaluation Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Dec 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Educators; *Adult Literacy; *Educational Assessment; Inservice Teacher Education; *Institutes (Training Programs); *Literacy Education; Program Effectiveness; Program Evaluation; Program Improvement; *Summer Programs
IDENTIFIERS- 353 Project

An evaluation was conducted of a summer institute on assessment in adult literacy held at the University of Pittsburgh. The summer institute was designed to enable program administrators and instructors to hear experts in the field of adult assessment discuss, in depth, the issues that are common to all adult literacy providers. Participants had opportunities to broaden their knowledge base about formal and informal assessment and to participate in problem-solving activities about assessment issues relevant to their day-to-day professional lives. Each participant received institute evaluation forms for the small group sessions, workshops, and overall effectiveness of the institute, including quality of the keynote addresses. The evaluation found that of the 95 participants, 43 percent were administrators, 37 percent were instructors, 12 percent were counselors, and 8 percent were volunteers. Fifty percent of the participants identified themselves as experienced in the area of adult literacy. The majority of participants agreed that the content of the workshops and small group sessions was relevant to their needs, well organized, and highly effective, with an adequate balance of information-giving, hands-on activities, and time to ask questions and interact. The study concluded that, overall, the institute was successful and accomplished its goals in addressing the needs of a diverse group of literacy providers. Recommendations to improve future workshops included the following: (1) keynote speakers need to incorporate adequate opportunities for group interaction; (2) keynote speakers need to provide practical examples so participants can make connections between theory and practice; (3) participants would benefit from more handouts so that they could review the materials; and (4) participants should be provided with lists of references. (The questionnaires used in the evaluation are included in the report.) (KC)

ED 376 362 CE 067 675

Fisher, Allison L.; Willard, Penny
Teach Your Children: Learning Differences. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 94
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

ED 376 380 CG 025 527

Schultz, William E.
Counselling Ethics Casebook.
SPONS. AGENCY- Canadian Guidance and Counselling Foundation, Ottawa (Ontario).
PUB DATE- 94
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Case Studies; *Codes of Ethics; *Confidentiality; *Counseling; Counseling Psychology; Counselor Client Relationship; Counselor Role; *Counselors; *Ethics; Foreign Countries; Professional Development; Therapists
IDENTIFIERS- Canadian Guidance and Counseling Association

Ethical guidelines help professionals keep their activities within the bounds of accepted standards of preparation and competence. This casebook provides 252 examples of acceptable and non-acceptable behavior for counselors. It addresses ethical issues in professional counseling, the counseling relationship, testing and research, consultation and private practice, and counselor preparation standards. In addition, material helpful in dealing with complaints of ethical violations in a variety of situations is cited. The editors tried to present cases which reflected a variety of work settings for counselors. The book aims to assist counselors in their daily conduct, in their resolution of ethical dilemmas, help them define and facilitate counselors' relationships with employers and supervisors, and provide them examples that will clarify ethical guidelines. For those teaching courses on ethics, the questions and comments that are provided on ethical guidelines will benefit both students and instructors. Counselors, too, will be in a better position to deal with ethical dilemmas after studying the 252 cases presented here. Three appendices list ethical standards, guidelines, and procedures for processing complaints. (RJM)

ED 376 381 CG 025 580

Steward, Robbie J.; And Others
The Multiculturally Responsive vs. the Multiculturally Reactive: A Study of Perceptions of White Counselor Trainees.
PUB DATE- 29 Apr 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Counseling Effectiveness; Counseling Psychology; *Counselor Attitudes; *Counselor Training; *Cross Cultural Training; Cultural Awareness; *Cultural Pluralism; Higher Education; Mental Health Workers; Multicultural Education; Trainees; Whites; *White Students

As more Anglo trainees choose multicultural counseling as a specialty area, a closer examination of white on white professional activity would appear imperative. Researchers mailed questionnaires to 48 counseling psychology students in a graduate-level program at a Midwestern university. The surveys requested a general description of trainees' reactions to classroom sessions committed to multicultural literature presentations and discussions. Of the 39 students who completed the survey, 26 indicated an overall positive reaction to the presentation and discussion of multicultural issues, while 13

ED 376 400 CG 025 806

Anderman, Eric M.; Johnston, Jerome
Adolescents' Motivational Goal Orientations and Knowledge about AIDS and Current Events.
PUB DATE- Mar 93
NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; Age Differences; Children; *Current Events; *Goal Orientation; Grade Point Average; High Schools; Intermediate Grades; Junior High Schools; Knowledge Level; Middle Schools; Sex Differences; *Student Attitudes
IDENTIFIERS- *Knowledge; Knowledge Index

A series of studies conducted in the late 1980s suggested that American adolescents lack adequate knowledge in geography, history, science, and current events. This paper examines motivational predictors of students' knowledge of current events and AIDS. Researchers surveyed 579 middle school students from 4 middle schools, and 1,548 high school students from 9 high schools. Three research questions were investigated: (1) What variables predict adolescents' knowledge about current events and AIDS? (2) Are there developmental differences between early versus late adolescents in current events and AIDS knowledge? and (3) Are motivational goal orientations related to knowledge about current events and AIDS? Results revealed different patterns for the two student groups. The strongest predictors of current events knowledge for early adolescents appeared to be grade point average (GPA) and goal orientations; however, for older adolescents, thinking about social issues, gender, socioeconomic status, and plans after high school also predicted such knowledge. For AIDS knowledge, age offered the strongest predictor for the younger samples, with GPA and subject mastery goals being moderate predictors. Gender and goals emerged as additional predictors for high school students, with age dropping out as a significant predictor. Four tables and three figures highlight the statistical findings. (RJM)

ED 376 401 CG 025 807

Anderman, Eric M.
Classroom Practices and Perceptions of School Culture: An HLM Model.
PUB DATE- Aug 92
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Ability; Academic Aspiration; Children; *Classroom Environment; Competition; *Educational Environment; Elementary Education; *Goal Orientation; Grade 3; Grade 4; Grade 5; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Ability Attributes; *Hierarchical Linear Modeling; *Task Orientation

ED 376 420 CG 025 840

Connections: Helping You Build a Bridge to the Future.
PUB DATE- 94
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; *Career Awareness; *Career Choice; Career Guidance; Career Planning; College Choice; Goal Orientation; *Grade 9; High Schools; High School Students; *Post High School Guidance; *School Choice
IDENTIFIERS- *Indiana College Placement and Assessment Center

This booklet was developed to help ninth graders explore career opportunities. Presented in five sections, the pamphlet opens with, "know yourself," in which students complete exercises designed to enhance self discovery, such as identifying abilities and interests, and designing ways to achieve career plans. The second section, "check out reality," encourages the reader to learn about future trends, the cost of living, the value of education, and other practical concerns. The third segment, "know your options," explores ways to uncover options and encourages the student to develop as many options as is possible. In part 4, "engage in activities," students read on topics ranging from trying new things, to summer and part-time jobs. The last segment, "maximize high school," offers advice on planning for the future, developing good study skills, enrolling in advanced classes, preparing for standardized tests, and other secondary school concerns. Each topic offered here appears on a single, illustrated, and easy to read page. Additionally, at the bottom of many of the pages appear suggestions or phone numbers for learning more about the topic discussed. Appendices feature information on wisely using the summer months, a glossary of career and education terms, and ordering information for publications on post-secondary plans. (RJM)

ED 376 421 CG 025 842

Peniston, Lorraine C.
Leisure Advisement with the Adult Having Learning Disabilities.
PUB DATE- 30 Sep 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Development; Adults; *Learning Disabilities; *Leisure Education; *Leisure Time; Recreation; Recreational Activities; Therapeutic Recreation; Therapists
IDENTIFIERS- Leisure Activities; Leisure Needs; *Leisure Services

Addressed to therapists who work with adults with learning disabilities (LDs), four points crucial in leisure advisement are discussed in this paper: (1) personal leisure identity; (2) locating resources in the community; (3) scheduling leisure time; and (4) motivation for involvement. Therapists must help their clients with self discovery by exploring their likes and dislikes, challenges and fears, assets and limitations. By understanding how LDs affect their lives, clients may then determine the activities best for them. Next, clients should then locate those leisure activities in their community. With help from the therapist, the client can uncover information on

ED 376 440 CS 011 882

McNally, Carol
Learning Phonics in a Whole Language Classroom.
PUB DATE- 19 Oct 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Class Activities; Classroom Environment; *Classroom Techniques; Elementary Education; Phoneme Grapheme Correspondence; *Phonics; *Whole Language Approach
IDENTIFIERS- Educational Issues; Emergent Literacy

Experienced whole language teachers have developed a number of practical strategies that can and should be used to facilitate the development of "graphophonic knowledge" in their students' literacy learning. Graphophonic knowledge is defined as the combination of the sound system (phonology), the graphic system (orthography), and how readers relate these two to their own speaking patterns--including dialect. As an added advantage, many of these strategies also contribute to development of the students as conventional spellers. Whole language teachers work to establish an environment and circumstances critical to a child's personal construction of graphophonic knowledge. Establishing this environment can be accomplished in a number of ways, including: (1) having familiar and favorite stories read to students again and again; (2) rereading favorite stories, songs, poems, independently or with a peer; (3) observing and participating as the teacher demonstrates letter/sound relationships while writing; (4) writing independently, constructing their own spellings as best as they are able; (5) considering how grapho/phonemic cues can be used along with prior knowledge and context; (6) discussing the use of grapho/phonemic cues in the context of meaningful reading; (7) making charts of words exhibiting letter/sound patterns of particular interest; and (8) experimenting with print and solidifying their understanding of letter/sound patterns in a variety of self-chosen ways. As the phonics controversy continues to be an explosive topic in education, it is up to the successes of well trained whole-language teachers to sway those critics who would continue to attempt to force students to endure endless non-contextual phonics skills training. (RS)

ED 376 441 CS 011 883

Duran, Manuel, Jr.
Reading for Pleasure: A Strategy To Improve Elementary Students' Attitudes and Participation in Recreational Reading.
PUB DATE- 94
NOTE- 81p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Elementary School Students; Grade 2; Instructional Effectiveness; Parent Attitudes; Primary Education; *Reading Attitudes; *Reading Improvement; Reading Instruction; Reading Research; *Recreational Reading; *Student Attitudes
IDENTIFIERS- *Reading Motivation

A practicum targeted a need to develop and improve student attitudes toward reading for fun and pleasure. The target group

ED 376 461 CS 214 569

Crerand, Mary E. Lavin
Composing in French and in English: What the Writers Are Telling Us.
PUB DATE- 18 Mar 94
NOTE- 26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; English; French; Higher Education; *Second Language Learning; Skill Development; *Writing (Composition); *Writing Attitudes; Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Writing Contexts; *Writing Development

A study investigated the following questions: (1) How does writing develop in a foreign language context? (2) What are the learners' perceptions of writing in a foreign language? (3) What is the influence of first language literacy skills on second language writing? (4) What is the influence of second language proficiency on second language writing? (5) Are the composing processes the same for the first and second language? The study examined seven students chosen for maximum variation in both first and second language proficiency from a pool of 70 students in a fourth-quarter French culture course. They were observed while writing a short essay and then interviewed afterward. Results document, first, the synthesis of patterns that emerged from observations of the act of writing. For instance, all seven described the writing process as difficult; all mentioned the importance of topic familiarity; all referred to their English proficiency when they described the writing process in French. Results also highlighted the similarities and differences in the composing styles between first and second languages. With no clear patterns across the seven subjects, tables show a complex matrix of writing styles. Implications show clearly that first language literacy and second language proficiency indeed impact second language writing. Instructors need to consider the development of second language writing skills as an extension of their students' first language literacy skills. (Includes two figures and four tables; contains 21 references, a student questionnaire, prompts, interview guidelines, and other appendixes.) (TB)

ED 376 462 CS 214 574

Lambdin, Laura
Lyrical Diversification: The Music Project.
PUB DATE- Apr 94
NOTE- 6p.; Paper presented at the Annual Meeting of the College English Association (25th, Orlando, FL, April 7-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Freshman Composition; Higher Education; Instructional Innovation; Literary Criticism; Music Appreciation; Public Speaking; *Rock Music; *Student Projects

English instructors working towards diversifying the curriculum, increasing multicultural discussions in the classroom, and

ED 376 480 CS 214 605

Westport Communications/Writing Magnet Middle School 1990-1991, 1991-1992, 1992-1993. Process/Product Evaluation (Summative).
PUB DATE- Jul 93
NOTE- 72p.; For related documents, see ED 345 236 and ED 345 246. Portions printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Administrator Role; *Communication Skills; Educational Research; *Instructional Effectiveness; Instructional Improvement; Junior High Schools; *Magnet Schools; *Middle Schools; Student Attitudes; Teacher Attitudes; Thematic Approach; *Writing Skills
IDENTIFIERS- Kansas City Public Schools MO

A summative evaluation assessed the progress made by the Westport Middle School Communications/Writing Magnet program's third year of operation. Part of the Kansas City, Missouri, School District's Long-Range Magnet School Plan, the program consists of 11 theme strands (text, creative writing/composition, dramatic arts, public speaking, journalism, public/human relations, computer, commercial arts, and photography). Approximately 700 students per year were enrolled in the middle school. Data included classroom observations, school visits, perception data gathered through interviews and survey instruments, and achievement data. Results indicated that: (1) teachers felt that student absences hindered their attempts to implement the theme to some degree; (2) teachers were committed to the theme and to each other; (3) student discipline, instructional leadership, and access to supplies remained concerns for the teachers; (4) the theme was not the primary reason for being at Westport for most of the parents and students; (5) most of the theme strands were fully implemented; (6) the majority of students were satisfied with the program and positive about their teachers; (7) most of the parents were satisfied with the program; and (8) students at all grade levels scored below the school district mean percentile scores and the national norms on a standardized test. Recommendations are to provide a supportive, capable administration, develop and implement a discipline policy, ensure that the learning resource center is easily accessible, provide teachers with relevant theme-centered inservice opportunities, and make supplies easily accessible to teachers. (Contains 10 references, and 14 tables and 11 figures of data. An appendix of data and the evaluation report feedback form are attached.) (RS)

ED 376 481 CS 214 607

Smith, Carl
How Can Parents Model Good Listening Skills?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

ED 376 500 CS 214 629

Douglass, John S.
Warner's Academic Outreach: Origins of the Project.
PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the College English Association (25th, Orlando, FL, April 7-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creative Writing; Higher Education; *Professional Training; School Business Relationship; Seminars; *Television Curriculum; Writing Instruction; *Writing Processes
IDENTIFIERS- Professional Writing; *Television Writing; *Warner Brothers

In 1990, Warner Brothers Television made a bold decision to recruit new, young writers from outside the Los Angeles (California) area. The method they first chose was a contest for East-coast Baltimore (Maryland) area. The writers with the reward of an opportunity to receive additional training in Los Angeles. Since this approach was expensive, they later tried a second approach, a conference for faculty with the idea of creating a "farm league" of writing programs in the Mid-Atlantic region. During the summer of 1990, Warners and the Maryland Film Commission invited all the major colleges and universities in the Maryland, Delaware, Virginia and District of Columbia areas to send representatives to a professors' seminar in Baltimore. Though most of the professors left the conference before the second day, a dozen or so stayed and were well-rewarded. Gregg Mayday, one of the organizers provided course outlines, training models, and titles of texts that could be used in college writing classes. Warner's basic contention was that too many writers in Los Angeles were ill-prepared to write for television. They were ignorant of the business--how stories are bought, produced, and eventually put on the air. These business practices have an enormous impact on the writing process. The skills that Warners requires are skills appropriate for any English program, theater, or communication student, even those who had no interest in pursuing a career in Los Angeles. Television writing has a place in college curriculums. (TB)

ED 376 501 CS 214 630

Clark, John M.
Applications of Gopher Information Systems for Composition Classes and Programs.
PUB DATE- 19 Nov 94
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (84th, Orlando, FL, November 16-21, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; Higher Education; *Information Retrieval; *Information Systems; Reader Text Relationship; Student Evaluation; Teacher Role; Text Structure; Writing Assignments; *Writing Instruction
IDENTIFIERS- Bowling Green State University OH; *Gopher; *Internet

Despite accompanying drawbacks, the Internet information system

ED 376 520 CS 508 728

Frasier, C. Jay
Sleightly Persuasive: Using Magic To Teach Principles of Persuasion.
PUB DATE- 9 Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Ethics; Higher Education; *Instructional Innovation; Learning Strategies; Nonverbal Communication; *Persuasive Discourse; Speech Communication; Undergraduate Students
IDENTIFIERS- *Magic

Magic can be used in the communication classroom as a means for introducing and/or illustrating the subject of persuasion. A magical effect which fools the class can lead to an early discussion of the need to be a critical consumer of persuasive messages. Magic can also be used to introduce the subject of ethics in persuasion. Each student can be given an "individual" astrological reading which, in fact, is the same for everyone. These "cold readings" contain general statements that apply to most everyone. However, students will generally ascribe great accuracy to the readings. Thus, students are persuaded that the readings were prepared "just for them." The ethics of using cold readings to persuade someone that one is "psychic" can be used as a springboard to discussions of ambiguity, vagueness, and deception in persuasive messages. Finally, magic can be used as an illustration of nonverbal persuasive messages. Successful magical performance is most often dependent on misdirection, or controlling the audiences' attention away from some movement or discrepancy, which is often accomplished through nonverbal means. This can lead to a discussion of the use of nonverbal tactics in persuasion. The three best ways to learn magic that can be used in a classroom are from books, from video tapes, and from personal instruction. Contains 17 references. (RS)

ED 376 521 CS 508 732

O'Neill, Daniel J.
Teaching Speech Communication from a Critical Thinking Perspective.
PUB DATE- 30 Apr 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, DC, April 28-May 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Higher Education; High Schools; Introductory Courses; *Skill Development; *Speech Communication; Student Needs; Teacher Role; *Thinking Skills; Undergraduate Students
IDENTIFIERS- *Speaking Thinking Relationship

Teaching speech communication from a critical thinking

ED 376 537 CS 508 748

Colvert, Audra L.
Coaching and Counseling: Liability Issues.
PUB DATE- Nov 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Confidentiality; *Counseling; *Debate; *Helping Relationship; Higher Education; *Teacher Student Relationship; Tutors; Undergraduate Students
IDENTIFIERS- *Debate Coaches

Since there is virtually no legal ground protecting coaches who give help and advice to students, coaches must be willing to weigh the consequences of their actions. Confidentiality is a sticky issue in the university setting because "privileged communication," a formal legal confidentiality applying to priests, lawyers, and physicians, does not extend to teachers and coaches. So what happens when information revealed to the coach violates a university, local, or state law? Coaches have absolutely no legal grounds for disclosing or not disclosing private information about a student. No matter how close coaches get with their students, those confidential relationships are not protected by law; a coach could be asked to testify in a court of law. While it may seem like a hopeless situation, the advantage to not having to adhere to the privileged communication law is that it allows coaches to report what they see to proper persons when the situation arises--without the worry of breaking laws. How should the coach decide when to disclose information and when not to? The guidelines used by clinical psychologists are useful. Under those guidelines, disclosure may occur when the student consents to it (preferably in writing). Also, disclosure may occur when there is clear and present danger to the counseled person or to others. (TB)

ED 376 538 CS 508 749

Colvert, Audra L.
Changing Types of Sources for Extemporaneous Speaking.
PUB DATE- Nov 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Credibility; *Debate; Higher Education; *Information Sources; Periodicals; Research Skills; Speech Communication; Student Research; Undergraduate Students
IDENTIFIERS- *Debate Tournaments; *Extemporaneous Speaking; News Magazines

In college-level forensic competitions, the three major weekly magazines, "U.S. News and World Report," "Time," and "Newsweek," are taking a beating. Students are purposely looking for specialized sources; they firmly believe that

ED 376 557 EA 026 239

Anson, Ronald J., Ed.
Systemic Reform: Perspectives on Personalizing Education.
PUB DATE- Sep 94
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Cultural Pluralism; *Educational Change; *Educational Improvement; Educational Technology; Elementary Secondary Education; Organizational Change; Professional Development; School Based Management; School Community Relationship

The eight papers collected here bring to bear a complex set of perspectives on a common problem: how to make education more effective now and in the future. The papers speak to the need to understand education as an individual-driven, learner-centered activity. Following Ronald J. Anson's introduction called "Personalizing Systemic Reform," the papers include the following: (1) "Coordinating Top-Down and Bottom-Up Strategies for Educational Reform" (Michael G. Fullan); (2) "Change Has Changed: Implications for Implementation of Assessments from the Organizational Change Literature" (Suzanne M. Stiegelbauer); (3) "Time for Teachers in School Restructuring" (Joseph Cambone); (4) "New Boundaries for School-Based Management: The High Involvement Model" (Priscilla Wohlstetter, Roxane Smyer, and Susan Albers Mohrman); (5) "Teachers' Professional Development in a Climate of Educational Reform" (Judith Warren Little); (6) "Realizing the Promise of Technology: The Need for Systemic Reform" (Jane L. David); (7) "Bringing Schools and Communities Together in Preparation for the 21st Century: Implications of the Current Educational Reform Movement for Family and Community Involvement Policies" (Patrick M. Shields); and (8) "Research Knowledge and Policy Issues in Cultural Diversity and Education" (Roland G. Tharp). References accompany each chapter. (LMI)

ED 376 558 EA 026 244

Luyten, Hans
Stability of School Effects in Secondary Education: The Impact of Variance across Subjects and Years.
PUB DATE- Apr 94
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Analysis of Variance; *Effective Schools Research; Foreign Countries; Longitudinal Studies; Predictor Variables; *School Effectiveness; Secondary Education
IDENTIFIERS- Netherlands

This paper reports the results of an investigation into the stability of school effects in Dutch secondary education across both years and subjects. The following research questions were addressed: (1) What percentage of the total variance in student achievement per subject can be attributed to differences between schools and to what extent are these effects stable

ED 376 577 EA 026 276

McPherson, Michael S.; Schapiro, Morton Owen
Merit Aid: Students, Institutions, and Society.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Rating; *Educational Finance; *Financial Support; Higher Education; *Merit Scholarships; *No Need Scholarships; Regression (Statistics); Scholarship Funds; *Student Financial Aid

Recent research indicates a trend toward increases in the share of all institution-based student aid funds going to merit aid and in merit scholarship competition among institutions. This paper presents findings of a study that surveyed 379 nonprofit bachelors'-degree-granting institutions in 1983-84 and 1991-92. Findings indicate that the less selective institutions in both the public and private sectors are far more involved in merit aid than their more prestigious counterparts. However, the revenue foregone by institutions that did engage heavily in merit competition clearly absorbed resources that could otherwise go into the educational enterprise. The costs of merit competition are clearly on the rise. A second finding is that students are rewarded for the difference between their personal SAT scores and the school's average SAT scores. In summary, merit aid compensates students for attending schools that are "beneath" them, especially in the private sector. Although white students (excluding athletes) get a proportionate share of total merit aid, they are overrepresented in the merit pool in private institutions and underrepresented at public schools. Black and Hispanic students, however, collect a disproportionate share of merit aid at public schools while losing out in the private sector. Finally, the evidence that merit aid rewards higher academic qualifications while, especially in the private sector, providing smaller awards to students from more affluent backgrounds is encouraging from both an equity and an efficiency perspective. Five tables are included. Contains seven references. (LMI)

ED 376 578 EA 026 277

Bondy, Elizabeth; And Others
Building Blocks and Stumbling Blocks. Three Case Studies of Shared Decision Making and School Restructuring.
PUB DATE- Jun 94
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Educational Change; Educational Improvement; Elementary Schools; Governance; Intermediate Grades; Junior High Schools; Middle Schools; *Participative Decision Making; *School Restructuring

This document presents findings of a study that tracked the development of a shared decision-making project in a Florida county school system since its inception in 1989. The impetus for the Shared Decision-Making Project came not from school stakeholders, but from the interplay of national reports,

ED 376 598 EA 026 307

Koki, Stan
Blanche Pope's Accelerated Schools Project: What a Difference a
Year Makes.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acceleration (Education); Educational Assessment;
Educational Innovation; Elementary Education; *Program
Development; *Program Implementation
IDENTIFIERS- *Accelerated Schools

This document describes an accelerated school project adopted in 1993 at the Blanche Pope Elementary School in the rural Oahu community of Waimanalo, Hawaii. The project is based on the key concept of "powerful learning," a belief that the education provided for gifted and talented children works well for all children. Every learning experience has three interrelated dimensions--what is learned, how it is learned, and the context in which it is learned. Two key processes used to transform students' learning experiences include formal processes and individual innovation. Formal processes include taking stock, forging a vision, forming governance structures, and using the Inquiry process. Innovations at the individual level typically are experiential, hands-on, interactive, and responsive learning experiences that teachers bring into their classrooms. The development phase included inservice training sessions, a school needs-assessment survey, and shared decision making. Ongoing activities include data collection, staff participation in professional development opportunities, and evaluation. (LMI)

ED 376 599 EA 026 312

Busick, Kathleen U.; And Others
Synthesis of the Research on Educational Change. Part 1: Overview
and Initiation Phase. Part 2: Implementation Phase. Part 3:
Institutionalization and Renewal Phase.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 17p.; For related document, see ED 349 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Strategies; *Educational Change; Educational
Improvement; *Educational Innovation; Elementary Secondary
Education; *Program Development; *Program Implementation
IDENTIFIERS- *Pacific Region

New approaches to education are being advocated and implemented throughout the Pacific region. This is the first of a series of papers on the broad phase of educational change: initiation, implementation, and institutionalization and renewal. It seeks to provide Pacific educators with updated information about the change process, with a focus on the initiation phase. Part 1, originally published as a separate paper in November 1991, draws on Fullan's change factors to formulate questions about change. It presents a matrix based on relationships and dimensions to assess the status of change. The initiation phase requires identification of a high-priority need, the engagement

ED 376 619 EC 303 407

Shane, Howard C., Ed.
Facilitated Communication: The Clinical and Social Phenomenon.
PUB DATE- 94
NOTE- 323p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Augmentative and Alternative Communication; Autism; *Communication Aids (for Disabled); *Communication Disorders; *Developmental Disabilities; Legal Problems; Theory Practice Relationship; *Validity
IDENTIFIERS- *Facilitated Communication

This text explains the phenomenon of facilitated communication (FC) from an empirical, data-based, and/or clinical perspective. It is not a how-to-facilitate text, but one that explores the clinical and sociological reality of FC. A common theme running through each of the papers in the book is the question of FC's legitimacy. The papers reveal unanimity about several FC related issues, including: the theory behind the practice of FC is misguided and simplistic; the proponents have not adequately considered what is known about the movement characteristics, learning styles, and communication deficits of persons with developmental disabilities; and there is little evidence to support conclusions drawn by the movement's major theorists and most ardent proponents. Papers have the following titles and authors: "Facilitated Communication: Factual, Fictional, or Factitious" (Howard C. Shane); "The Australian Origins of Facilitated Communication" (Jon Palfreman); "The 'Facilitated Communication' Craze as an Instance of Pathological Science: The Cold Fusion of Human Services" (Wolf Wolfensberger); "Implications of Facilitated Communication for Education and Communication Enhancement Practices for Persons with Autism" (Barry M. Prizant and others); "The Quality of the Evidence" (Gina Green); "How Shall Facilitated Communication Be Judged? Facilitated Communication and the Legal System" (Kenneth N. Margolin); "Establishing the Source of Communication" (Howard C. Shane); and "The Facilitated Nightmare: The Dark Side of the Phenomenon" (Howard C. Shane). (References accompany each paper.) (JDD)

ED 376 620 EC 303 446

Thompson, Barbara; And Others
A Qualitative Research Approach for Investigating and Evaluating an Emergent Early Childhood Inclusion Model for Children with Severe Disabilities in a Montessori Preschool.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 91
NOTE- 26p.; Based on a paper presented at the Annual Convention of the Association for Persons with Severe Disabilities (Washington, DC, November 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; Ethnography; *Inclusive Schools; Interaction; *Mainstreaming; Models; *Montessori Method; Outcomes of Education; Preschool Education; Program Evaluation; Qualitative Research; Research Methodology; *Severe Disabilities; *Social Integration

ED 376 638 EC 303 465

Tommet, Pat, Ed.; And Others
Health Needs of Transition-Aged Youth: Feature Issue of IMPACT.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; *Disabilities; Drug Abuse; *Health Needs; *Health Promotion; Health Services; Postsecondary Education; Professional Education; *School Health Services; School Nurses; Secondary Education; Sexuality; Social Change; Staff Role; Transitional Programs

This feature issue explores health needs of youth with disabilities as they make the transition from child to adult roles. "School Health Services: Supporting Students with Special Health Needs" (Dee K. Bauer) describes the role of the special needs nurse on multidisciplinary teams in Multnomah County (Oregon) schools. Two articles deal with training of health professionals: "Pediatric Residency Program: Providing Training in Transition Issues" (Peter A. Blasco) and "Children with Special Health Care Needs: Advanced Training for Nurses" (Pat Tommet). Other articles include: "Pursuing Healthy Lives: Strategies for the Transition Years" (Deborah Spitalnik and others); "Health Concerns for Teens: A Developmental Perspective" (Peggy Mann Rinehart and Nancy A. Okinow); "Sexuality and Young Adults with Developmental Disabilities" (Leslie Walker-Hirsch and Gitta Acton); "Alcohol and Drug Use by Youth with Developmental Disabilities" (Marty Cushing); "The Parent Case Management Program: Empowering Teens and Families" (Marijo McBride); "Six Characteristics of Quality Health Care" (Barbara J. Leonard); "Joining Ethnic Sensitivity with Family-Centered, Community-Based Care" (Peggy Mann Rinehart); "Partners in Policymaking: Training Policy Advocates" (David Hancox); "Health Care Reform: The Impact on Persons with Disabilities" (Anne L. Henry); and "Family Voices: Speaking Out on Health Care Reform" (Polly Arango). A list of print and media resources concludes the issue. (JDD)

ED 376 639 EC 303 466

Kauffman, James M., Ed.; Hallahan, Daniel P., Ed.
The Illusion of Full Inclusion: A Comprehensive Critique of a Current Special Education Bandwagon.
PUB DATE- 95
NOTE- 362p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Delivery Systems; *Disabilities; Educational Philosophy; Educational Policy; *Educational Trends; Elementary Secondary Education; *Inclusive Schools; *Mainstreaming; Normalization (Disabilities); Pupil Personnel Services; *Regular and Special Education Relationship; *Social Integration; Student Placement; Trend Analysis

This collection of essays warns against embracing the illusory rhetoric of full inclusion of all students with disabilities in

ED 376 656 EC 303 486

Swartz, Stanley L.
Restructuring Special Education: The Third Generation of School Reform.
PUB DATE- 20 May 93
NOTE- 13p.; Paper presented at the Annual Meeting of the California Administrators of Special Education (Indian Wells, CA, May 20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; *Disabilities; *Educational Change; *Educational Objectives; Educational Trends; Elementary Secondary Education; *Inclusive Schools; Instructional Effectiveness; Labeling (of Persons); *Regular and Special Education Relationship; School Administration; *School Restructuring; Trend Analysis

This speech addresses the restructuring of special and regular education into one integrated system in a third generation of school reform. Six serious issues demonstrate the need for reform: (1) poor quality of disability identification and evaluation; (2) a classification system governed by fads rather than student needs; (3) minimal mainstreaming of students with mild to moderate disabilities; (4) funding problems; (5) ambivalence by professionals concerning parent involvement; and (6) lack of positive data regarding student outcomes. The two previous generations of school reform focused, first, on raising standards and then on teacher empowerment and site-based management. The third generation of reform must focus on the student as the primary producer of educational outcomes and reject the premises that instructional needs warrant a dual system of education, that this dual system is efficient, and that students with disabilities are a separate and needy group. A new view of students must emphasize the continuum of student abilities, student outcomes, and the active engagement of students in their own learning. Labels for students must be discontinued and all students served in an inclusive environment. School administrators can lead the way by challenging teachers and fostering an inclusive environment. (Contains 23 references.) (DB)

ED 376 657 EC 303 487

Rickman, David L.
Current Approaches to the Understanding of Early Infantile Autism.
PUB DATE- 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Anatomy; *Autism; Biochemistry; Biological Influences; Cognitive Processes; *Etiology; Evaluation; Intervention; *Neurological Impairments; *Neurology; *Neuropsychology; Physiology; Research Needs

This review of the literature provides summaries of the genetic, neurophysiological, and biochemical approaches to understanding autism, with special reference to neuroanatomic, cognitive, and neuropsychological studies of this disorder. Available instruments for the assessment of autism and various treatment alternatives including drug therapy, behavior modification, ethological approaches, and facilitated communication are

ED 376 678 EC 303 508

Browning, Philip, Ed.
Transition II in Alabama: A Profile of Commitment. Proceedings of the Annual Statewide Conference on Transition((2nd, Auburn, Alabama, January 1993).
PUB DATE- Jan 93
NOTE- 151p.; For related documents, see EC 303 507-510. Photographs may not reproduce.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reference Materials - Bibliographies (131)
DESCRIPTORS- Agency Cooperation; *Disabilities; *Education Work Relationship; Family Programs; High Schools; Job Placement; Postsecondary Education; Program Development; Program Implementation; Rehabilitation; Rehabilitation Counseling; Services; *State Programs; Supported Employment; *Transitional Programs; Vocational Education; Vocational Rehabilitation
IDENTIFIERS- *Alabama

This proceedings document provides the texts of 12 presentations given at a 2-day conference in 1992 which focused on policies, materials, programs, and activities being implemented in Alabama to foster the successful transition of youth with disabilities to adult life. Two papers address the national scene: "Transition Services Requirement: Issues, Implications, Challenge" (William D. Halloran) and "Transition: Life-Span and Life-Space Considerations" (Edna Mora Szymanski). The remaining 10 papers address Alabama programs and services: (1) "Mobile's Work Instruction Program" (Ann Hilderbrand); (2) "Marshall County's Transition School" (Danna Reed and Frank Reed); (3) "Alabama's Mental Health-Mental Retardation: A Transagency Model for Transition" (Billy R. Stokes and Vicki Hicks Turnage); (4) "Social Security Work Incentives for Students in Transition" (Trevil Jones and Paul E. Reams); (5) "Functional Curricula for Transition" (Caroline Dunn); (6) "Auburn's Program for College Students with Disabilities" (Kelly Haynes); (7) "Assessment in Transition: A Frame of Reference for Practice" (Philip Browning and Connie Brechin); (8) "Alabama's Rehabilitation Transition Counselors: A Statewide Study" (Philip Browning and Connie Brechin); (9) "Alabama's Secondary Special Education Teachers and Special Education Coordinators: A Statewide Study" (Philip Browning et al.); and (10) "IDEAS and Transition: Questions and Answers" (Mabrey Whetstone). A bibliography contains over 100 references grouped into the following categories: basic information, functional assessment, functional curricula, vocational preparation, community preparation, self-determination, and interagency collaboration. A list of conference participants completes the proceedings. (DB)

ED 376 679 EC 303 509

Browning, Philip, Ed.
Transition III in Alabama: A Profile of Commitment. Proceedings of the Annual Statewide Conference on Transition (3rd, Auburn, Alabama, January 1994).
PUB DATE- Jan 94
NOTE- 162p.; For related documents, see EC 303 507-510. Photographs may not reproduce.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)

ED 376 697 FL 022 535

Ma, Lin
English Reading: An Analysis of Chinese Students' Cultural Assumptions and Psychological Characteristics.
PUB DATE- 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attitudes; Chinese; Comparative Analysis; *Cultural Traits; Educational Attitudes; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; *Interference (Language); *Learning Strategies; *Reading Instruction; Reading Skills; *Reading Strategies; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Chinese People

It is suggested that Chinese students in China and Chinese Americans have difficulty learning to read in English due to native language interference and to cultural traits and thinking patterns. Reading in English requires overcoming some psychological barriers. A chart outlines the different ways in which a Chinese student would read the same article in Chinese as in English, including such elements as sitting attitude, facial expression, use of hands, initial reading strategy, psychological aim, reading style (browsing/skimming vs. word-by-word reading), attention given to new words, tempo, and overall comprehension. The Chinese student, lacking cultural background knowledge, would pay more attention to specific words and structures rather than think and infer actively. In addition, he would prefer and expect a transmission model rather than an interpretive model of reading instruction. To address these culturally-based traits, it is recommended that English second language instruction should include development of non-linguistic competence and both intensive and extensive reading strategies, as well as linguistic competence. (MSE)

ED 376 698 FL 022 538

Pasko, Edward Anthony
Handbook for the Evaluation of Teachers and Foreign Language Programs.
PUB DATE- Aug 92
NOTE- 35p.; Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese (74th, Cancun, Mexico, August 9-13, 1992). Print is of uneven quality.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; Classroom Communication; Classroom Environment; *Classroom Observation Techniques; Classroom Techniques; Course Content; Course Organization; Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; *Evaluation Criteria; Grammar; Individualized Instruction; Instructional Improvement; Language Skills; *Language Teachers; Outcomes of Education; *Program Evaluation; Records (Forms); Second Language Programs; Student Participation; Student Teachers; Supervisory Training; Teacher Effectiveness; *Teacher Evaluation; Teacher Student

ED 376 718 FL 022 585

Jim Rupp, Ed.
Elementary Education Newsletter. The Official Publication of the ESOL in Elementary Education Interest Section. Volume 15-16, Summer 1993-Winter 1994.
PUB DATE- 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Research; *College School Cooperation; Creative Writing; Dialog Journals; Elementary Education; *English (Second Language); Mainstreaming; Multicultural Education; Parent Participation; Parent School Relationship; *Portfolios (Background Materials); Second Language Instruction; *Student Evaluation; *Theory Practice Relationship; Whole Language Approach

Four issues of the newsletter of the Elementary Education Interest Section (EEIS) of Teachers of English to Speakers of Other Languages (TESOL) are presented in this document. Issue number 1 of volume 15, focussed on defining "who we are," describes the nature and purposes of EEIS and contains brief accounts by parents, students, and colleagues involved in English-as-a-Second-Language (ESL) education. Additionally, in a regular feature called "Message from the Chair," Wes Elby comments on EEIS's theme for the year: "Designing Our Children's World" and gives highlights of the 1992 TESOL annual meeting. The lead article in issue number 2, Elizabeth England's "From the Ivory Tower to the Trenches; University-Elementary School Connections," offers reasons for the gap between research and teaching and suggests ways for teachers and researchers to connect. Following this, Jean Hanscombe, in a report called "The Search for Researchers Begins," discusses the mandate of the newly formed EEIS Research Task Force and offers ideas on how teachers can "do research" in the elementary schools. An article by Lory Doolittle on the "whole language" approach to teaching English language proficiency to ESL students concludes the issue. The first issue of volume 16 contains two articles by Mary B. Schafer: "Portfolio Assessment in ESOL" (the lead article) and a brief concluding essay on involving students in the evaluation process. Also included is a report by Jean Hanscombe on the search for researchers and a message from the chair by Dan Doorn, entitled "Gathering Stories To Share" on sustaining network contacts initiated at the 1993 TESOL meeting and encouraging all concerned to be story tellers, story listeners, and story sharers. Mainstreaming ESOL students is the focus of issue 2, which contains a substantial interview between the newsletter editor and Elizabeth Thompson, a fourth grade teacher in a whole-language, mainstream classroom in a rural district near Tucson, Arizona. Two other articles are included: one, by Joan Dugey, on how classroom teachers could be made to feel more positive about ESL; and the other, by Maria da Silva Amendolare, describing a successful schoolwide multicultural event at a monocultural school in Plymouth, Massachusetts. All issues contain notes from the editor, new book information, announcements of meetings and/or awards, and samples of student work. (LR)

ED 376 719 FL 022 586

Del Vecchio, Ann; And Others

Topics include social marketing, the target audience, and retention. The fourth section suggests a process to evaluate program outcomes. A 13-item bibliography is followed by 24 sample lessons developed to facilitate independent living and self-determination. Tables group the lessons by goals and learning objectives. Lessons 1-12 focus on goals of self-esteem building, interpersonal skills, and taking responsibility for oneself. Lessons 13-24 focus on higher level skills, such as using resources, goal setting, taking responsibility for health and child care, and job finding. Components of each lesson are a goal, outcome objective, list of instructional materials and resources, and activities. Handouts follow the lessons. (YLB)

ED 376 270 CE 067 142

Dordan, Mary Lou; Nicholson, Deborah
Women and Minorities in Alaskan Aviation. Alaskan Equity Publication.
PUB DATE- 94
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Aircraft Pilots; Alaska Natives; *Aviation Education; Career Awareness; Classroom Techniques; Educational Resources; *Females; History; Learning Activities; *Minority Groups; Secondary Education; Sex Fairness; *Teaching Methods
IDENTIFIERS- *Alaska

This resource guide tells the story of Alaskan women and minority aviators and those in aviation-related businesses, from the early 20th century to the present. Developed for secondary students but also suitable for younger students, the guide combines six accounts of Alaskan women and minority aviators with classroom activities centered around the materials. Classroom materials include learning activities such as research questions, puzzles, and art projects. The first three sections of the guide cover early aviation, aviation careers, and aviation safety. A section of curriculum materials for teachers includes the general aviation story, uses of the general aviation airplane, and an aircraft classification chart. Section V contains resource listings, including 12 resources for information in Alaska, 2 sources for audiovisuals, a bibliography of 12 adult and 10 juvenile books, and names and addresses of 33 associations and interest groups. The following attachments are provided: Federal Aviation Association (FAA) education materials list; a poster, "Aviation in My Community"; a brochure, "A Flying Start"; a booklet, "The Sky's the Limit"; Aircraft Owners and Pilots Association fact sheet; Federal Educational Information Exchange's FAA aviation education menu; FAA Aviation Career Education Academies mailing list flyer; a list of Alaska Department of Education equity publications; and a feedback form. (KC)

ED 376 271 CE 067 360

Duff-McCracken, Donald; Fretz, Barbara
Learner Involvement in Community-Based Literacy Programs. A Discussion Paper = L'Implication de l'Apprenant dans les programmes d'alphabetision communautaire.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).; Ontario Dept. of Education, Toronto.
PUB DATE- Mar 92

program. Presented first are lists of the essential elements common to all agricultural science and technology courses offered by Texas public schools, the essential elements specific to Agriscience 324, and catalog numbers of Instructional Materials Service (IMS) curriculum materials pertaining to the course's topics/subtopics. The remainder of the guide lists the objectives to be met upon completion of each of the following course topics along with the corresponding IMS materials: basic principles of electricity, magnetism, and electromagnetic induction; operation/safe use of tools and mechanical, electrical, and electronic test equipment; electron and hole theory of current flow as related to semiconductors, electronic components, integrated circuits, and microprocessors; principles of electronic sensing, measuring, controlling, actuating, processing, displaying, and data storing devices and their integration in various agricultural applications; application of appropriate schematics, manuals, troubleshooting techniques, and test equipment to analyze, install, diagnose, service, and/or repair electronic equipment; and plan/conduct leadership activities related to agricultural electronics. (MN)

ED 376 288 CE 067 514

Forestry and Wood Technology. Curriculum Guide for Agriscience 383.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE- Jul 94
NOTE- 28p.; For related guides, see CE 067 513-515. Developed in consultation with Temple-Inland Forest Products Corporation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Engineering; Behavioral Objectives; *Competency Based Education; *Course Content; Educational Objectives; *Forestry; High Schools; Instructional Materials; State Curriculum Guides; *Statewide Planning; Units of Study
IDENTIFIERS- Agricultural Sciences; *Texas; *Wood Technology

This guide outlines the topics of instruction and goals/objectives of a semester-long half-unit laboratory course in forestry and wood technology (Agriscience 383) that is designed for students part of Texas' agricultural science and technology program for students in grades 10-12. Presented first are lists of the following: essential elements common to all agricultural science and technology courses offered by Texas schools, essential elements specific to Agriscience 383, and the course's units and subtopics of instruction along with the suggested time allocated for each unit and the catalog numbers of Instructional Materials Service (IMS) curriculum materials that teachers may use to teach each topic/subtopic. The remainder of the guide lists the objectives to be met upon completion of each of the following course topics along with the corresponding IMS materials: the historical significance of forestry; forest dendrology, forestry biometrics, and forestry management skills; pine and hardwood forest utilization practices; the role of wood technology in forest product development; trends in research and development in forestry and wood technology; career opportunities in forestry and wood technology; management of records related to forestry and wood technology; and planning/conduct of leadership activities related to forestry and wood technology. (MN)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Adaptive Testing; Adult Education; Adult Students; *Classroom Techniques; *Disabilities; Educational Needs; Educational Strategies; Education Work Relationship; Referral; Services; *Special Education; Special Needs Students; Student Needs; Teaching Methods; *Technical Institutes; Tutors; Two Year Colleges
IDENTIFIERS- *Gateway Technical College WI

This guide, which is intended for use by faculty teaching students with one of various disabilities, reviews available services to encourage successful education for adult students with disabilities at Gateway Technical College in Wisconsin. Discussed first are the guide's purpose and organization, the process of referring students to receive accommodations, general considerations in assisting students with disabilities, and the importance of understanding the educational implications of specific disabilities. Each of the next nine sections describes the characteristics, problems, and instructional/testing accommodations available for students with the following disabilities: specific learning disabilities, deafness/hearing impairments, visual impairments, seizure disorders, motor impairments, adjustment (psychological) disorders, attention deficit disorder, cognitive disabilities, and acquired brain injuries. Examined in the next three sections are the following: what types of testing accommodations may be given to students with disabilities, who determines what testing accommodations are to be used by specific students, and when the types of testing accommodations vary and what determines that variance. Concluding the guide are brief discussions of transition and confidentiality. Contains 37 references. (MN)

ED 376 306 CE 067 576

Small Engine Manufacturing in Wisconsin: Work Reorganization and Training Needs.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical and Adult Education, Madison. Wisconsin Technical Coll. System.
PUB DATE- Jun 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; *Educational Change; Educational Needs; Educational Policy; Educational Practices; Employment Practices; *Industrial Structure; Industrial Training; Labor Needs; *Machinery Industry; Models; *Small Engine Mechanics; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Wisconsin

Wisconsin is the country's leading manufacturer of small engines, and the network of companies and suppliers constituting the small engine industry accounts for more than 5% of the state's entire manufacturing base. For the past 15 years, the industry has been rocked by intensified international competition and rapid technological advancement. A comparative case study of work reorganization in Wisconsin's small engine industry was conducted. The study focused on the following: the effects of changing labor-management relationships and technological advances on the market focus and work organization of small engine manufacturing; low-wage versus high-skill business create a budget; handouts that provide fictitious life scenarios for creating and modifying budgets also are provided.) (KC)

ED 376 325 CE 067 616

Adding Family Numeracy to ABLE Programs.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Aug 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; County Programs; *Family Programs; *Intergenerational Programs; Learning Activities; *Literacy Education; Material Development; *Numeracy; Pilot Projects; Program Development; *Tutoring
IDENTIFIERS- 353 Project; *Family Literacy; *Pennsylvania

This document consists of a brief final report and a handbook from a project conducted to develop family numeracy activities and incorporate them into adult basic and literacy education (ABLE) classes in two Pennsylvania counties. The 10 activities, which were designed to help adult learners foster the development of numeracy concepts/skills in their young children, cover the following topics: sizing, ordering, classification, one-to-one correspondence, counting, geometric shapes, units of length/distance, money, arithmetic operations, time, temperature, and fractions. The activities were pilot tested with 28 students in an ABLE classroom and packaged into learning packets that were distributed to parents involved in Even Start, Head Start, and adult basic education programs in Washington and Greene counties. Appended to the final report are the following: a chart detailing student/tutor evaluations of the activities, sample parent evaluations and staff/tutor questionnaires, and the staff/tutor handbook. Included in the handbook are information on numeracy and parents' role in teaching numeracy skills, descriptions of the 10 activities, and sample staff/tutor and parent evaluations for each activity. (MN)

ED 376 326 CE 067 617

Adult Basic & Literacy Education as Storytelling: A Reading/Writing Project.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 197p.; The Appendix contains filled print.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Curriculum Development; Learning Activities; *Literacy Education; Reading Skills; *Skill Development; *Story Telling; Writing Skills
IDENTIFIERS- 353 Project; General Educational Development Tests; Pennsylvania

A curriculum was developed that is intended to be a practical interpretation of Francis Kazemek's metaphor of adult basic and literacy education (ABLE) as storytelling. The curriculum, which is intended to encourage adult basic education (ABE)

IDENTIFIERS- 353 Project; *Alternative Assessment; General Educational Development Tests

A women's program worked to develop procedures for assessing student progress that would help prevent the sense of failure that women reading at low grade levels often develop after failing to pass the General Educational Development (GED) Test quickly. An on-site assessment research group was formed. The group's curriculum developer created three student and teacher surveys and interviewed teachers and administrators. Three pre-GED teachers worked with their classes to set goals and construct assessment instruments to determine whether the goals were being met. A graduate student observed the teachers' classes, and the teachers field tested each others' alternative assessment activities. The survey, interview, and observation findings were synthesized into a model for developing/implementing learner-centered alternative assessment as an ongoing component of instruction. According to student and teacher feedback, the model assessment procedure informs and motivates students as they are empowered to measure their own programs and helps instructors select effective instructional practices and materials. Appendixes constituting approximately 75% of this document include the following: assessment research group meeting agendas, surveys, interview questions, assessment instruments with comments by teachers, and proposed new assessment policy. Contains a 24-item bibliography. (MN)

ED 376 345 CE 067 646

Smith, Catherine DeLong
Math Literacy. Final Report. Student and Teacher Guides.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 392p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Behavioral Objectives; Calculators; *Curriculum Development; Educational Games; Estimation (Mathematics); Graphs; Learning Activities; Lesson Plans; *Literacy Education; *Mathematics Skills; Measurement; Number Concepts; Numbers; *Numeracy; *Program Effectiveness; Skill Development
IDENTIFIERS- 353 Project

This package contains student and teacher handbooks and a report summarizing a project during which the handbooks were developed as part of a numeracy education course for adult basic and literacy education students. Discussed in the project report are the following: development of the course's 7 numeracy education units, field testing of the units with 8 teachers and 110 students, subsequent revision of the units, and production of a math literacy curriculum and companion student and educator handbooks. Included in the student handbook are a 22-item bibliography, brief discussion of the curriculum's purpose and scope, and instructional units containing background information and learning activities on the following topics: reading, writing, and thinking about numbers; looking at numbers; estimating and rounding numbers; using calculators; measurement and its uses; retelling stories through graphs and

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Advocacy; *Cognitive Style; *Communication Skills; *Evening Programs; Learning Processes; *Parents as Teachers; *Parent Workshops; Program Development; Program Effectiveness; *Self Esteem; Skill Development
IDENTIFIERS- 353 Project; Pennsylvania

A three-part series of evening workshops was designed to help adult basic education (ABE) parents identify learning styles and develop communication and advocacy skills, assertiveness, and self-esteem. At the workshops, instructors from the center presented an adaptation of curriculum on self-esteem for parenting developed by the Center for Literacy in Philadelphia. The workshops also included learning activities, discussions, and guest speakers who encouraged parents to recognize learning skills and develop advocacy and communication techniques. According to pre- and postassessment data regarding the 18 parents, the workshops provided parents with information that they could use with their children in identifying learning styles and improving study habits, and it helped them improve their self-esteem and advocacy skills. (Appendixes constituting approximately 80% of this document contain the following for each workshop: workshop outline, handouts, learning activities, worksheets, participant evaluation form, and the precourse/postcourse questionnaire.) (MN)

ED 376 363 CE 067 676

Newman, Eugenia; Daniels, Diane
Thresholds: A Program To Increase the Retention of African-American Men in a Literacy Program. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Aug 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Reading Programs; Black Education; *Blacks; *Decision Making; Dropout Prevention; *Literacy Education; *Males; Program Development; Program Effectiveness; *School Holding Power; *Self Esteem
IDENTIFIERS- 353 Project; *African Americans; Goal Setting

A project was conducted to increase the retention of African American men in the Greater Pittsburgh Literacy Council's literacy program. The project's primary objectives were as follows: develop a program in self-esteem, goal setting, and decision making and use it as a "draw" to bring new students into the literacy program; build participants' self-esteem by helping them address the barriers that often prevent students from continuing in education programs; and improve retention of students, particularly African American men, in the literacy program. The self-esteem program, which was called Thresholds, was designed to teach a seven-step decision-making process while simultaneously enabling each client to understand his own thought processes. The program, which was taught with a workbook written on a fifth-grade level, featured one-to-one consultations to help students feel comfortable with the program and the decisions they were making. During the classes, individual experiences were related to Black history. Most students considered the program very valuable, and several credited it with helping them get jobs and/or improving their relations with others. Attendance at the 12-hour program students gave an overall negative reaction. This latter group reveals that a critical mass of practitioners/researchers completed course work and yet rejected the concepts of multiculturalism and diversity. All trainees perceived each other as competent in service delivery, even though some trainees reported that multiculturally reactive (negative) students exhibited disrespect for content, the classroom process, the instructor(s), and peers who voiced different perspectives. Since no penalties exist for disrespectful students, an insensitivity to diversity can remain a constant among trainees in, and graduates of, training programs with multicultural counseling content. Further study of this problem, using larger samples, is recommended. (RJM)

ED 376 382 CG 025 602

Goldstein, Arnold P.; And Others
Student Aggression: Prevention, Management, and Replacement Training.
PUB DATE- 94
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adolescents; *Aggression; Behavior Modification; Children; Contingency Management; Elementary Secondary Education; Family (Sociological Unit); *Intervention; Parents; Schools; Student Attitudes; *Student Behavior; *Student Personnel Services; Student Personnel Workers; *Student Welfare; Teachers; Vandalism; *Violence
IDENTIFIERS- Gangs; Psychodynamics

American society is violent, a fact which is well-reflected in schools. This book, designed specifically for school personnel, presents the primary techniques currently being employed by educators to prevent, manage, and replace student aggression. The volume opens with a description of the origins of aggressive behavior and offers some theoretical thoughts on prevention. The bulk of the book explores various, practical interventions for aggression, student-oriented interventions and system-oriented interventions. Some fundamental causes of aggression are examined. Some of the student-oriented tactics discussed in part 2 include psychological skills training, behavior modification, psychodynamic and humanistic interventions and gang-oriented interventions. In part 3, violence is treated as a systems problem. The system is portrayed in tripartite fashion: teacher, school, and family. The writers examine personal and impersonal factors; they offer detailed guidelines for changing the behavior of peers, school personnel, and family members, as well as offer advice on how to modify academic curricula and ways to transform a school's physical features. They also describe how to integrate administrative systems, security personnel, family members, community programs, and various agencies into response and prevention networks. (Contains over 700 references.) (RJM)

ED 376 383 CG 025 680

Canfield, Jack; Wells, Harold Clive
100 Ways To Enhance Self-Concept in the Classroom.
PUB DATE- 94
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

The concept of goals has emerged as a useful and important social-cognitive approach to understanding motivation, achievement, and learning. Recent work reveals that the environment of the classroom affect the types of goals which students adopt: students are likely to adopt ability-focused goals when they see their teachers emphasizing relative ability and competition while students who feel that their teachers value task-mastery, tend to adopt task-focused goals. This study uses hierarchical linear modeling (HLM) to examine the effects of classroom-level practices on students' perceptions of how much their schools value relative ability and competition over task-mastery. The sample included 341 third through fifth grade students from 15 classrooms in 2 elementary schools. Results indicate that classroom-level practices heavily influence students' perceptions of what their schools value. When teachers foster a competitive classroom environment, then students are likely to feel that the entire school holds such values. On the other hand, when children feel that the school is task-focused, students are less likely to believe that the school values ability goals; however, this negative relationship disappears in classrooms where teachers encourage challenging tasks. This finding suggests that some children merely interpret "challenges" as another form of competition. (RJM)

ED 376 402 CG 025 808

Hargett, Melissa Q.; And Others
Differences in Learning Strategies for High, Middle, and Low Ability Students Measured by the Study Process Questionnaire.
PUB DATE- 4 Mar 94
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (26th, Seattle, WA, March 1-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; *Cognitive Style; *College Students; Higher Education; Intentional Learning; Learning Modalities; *Learning Strategies; Learning Theories; Memorization; *Rote Learning; Student Motivation; Study; *Study Habits
IDENTIFIERS- Scholastic Aptitude Test; Study Process Questionnaire (Biggs)

Although research over the past 20 years has examined the dynamics of student learning, most initial studies focused on how scholastic aptitude tests and teacher rating scales predicted academic success. This study attempts to determine the relationship between scholastic aptitude and three approaches to learning: (1) presage; (2) process; and (3) product. The researcher administered the Study Process Questionnaire (SPQ) to 532 undergraduates to investigate the relationship between scholastic aptitude and the Surface, Deep, and Achieving approaches to learning. Scholastic aptitude was measured by the Scholastic Aptitude Test (SAT). Results indicate that students scoring highest on the SAT used the Surface Approach more often than middle or low-ability students. That is, those with higher abilities chose to adopt rote memorization as a learning strategy to achieve high grades in school. Students scoring lowest on the SAT reported using the Deep Approach more often than students in the middle or high ability groups. Students with higher abilities may be using a Surface Approach because the American system fosters this type of learning style and/or such an approach marks the

the nature of leisure opportunities and where and when these activities are held. Concurrent with this stage of investigating opportunities, the therapist can help the adult with LDs prioritize and budget time. After the client develops a time budget, he or she should make a weekly schedule of when activities and tasks occur. Lastly, clients must learn to follow through on the leisure goals they have chosen. The therapist must encourage the client to complete each task required of the activity, finish the entire course, develop the ability to pursue the task independently (if the client enjoyed the course), and continue with more advanced levels of the enterprise. (RJM)

ED 376 422 CG 025 843

Hummel, Thomas J.
Probabilities of Client Success in Counseling.
PUB DATE- 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Counseling; *Counseling Effectiveness; *Effect Size; Expectation; Mathematical Models; *Outcomes of Treatment; *Predictor Variables; Probability; Research Methodology; Statistical Significance; *Statistical Surveys; Therapy

Researchers should investigate statistical models that can help counselors decide how to treat individual clients. This research investigated the questions, "Given an effect size (ES) from a counseling outcome study, what is the probability that a client would have a negative response to the treatment, and what is the probability that the client would receive a minimally acceptable benefit?" Statistical models of 144 experimental situations were evaluated. ES, sample size, the variance of clients' treatment reactions and the distribution of these reactions were varied. With respect to the probabilities of a negative response to treatment, it was found that if the counselor is willing to assume that all clients respond identically to a treatment, then the counselor need only attend to the sample sizes and the effect size. If the effect size is a least 0.50 or the sample size is at least 15 in each group, the probability is less than 0.10 that the true effect size is negative. This percentage increases as the effect size decreases and the standard deviation of the individual responses to treatment increases, regardless of the sample size. Similar patterns hold for determining the probability of effect sizes exceeding a minimally acceptable benefit. Two tables provide statistical summaries. Contains eight references. (RJM)

ED 376 423 CG 025 844

Brack, Greg; And Others
Artificial Intelligence, Counseling, and Cognitive Psychology.
PUB DATE- Apr 94
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

was 30 second-grade pull-out Chapter 1 reading students identified as primarily non-leisure-time readers based on a student/teacher interview questionnaire. A pre- and post-reading attitude survey was administered. Parents of students were also surveyed. A book check-out record procedure was implemented, "Reading Buddies" (instilling a desire to read through mentoring and modeling of the target group participants) was utilized, and reading resources of children's literature (including read along audio tapes and videos) were compiled. Results indicated that: (1) books checked out by the target group almost doubled even though six students did not complete the treatment; (2) target group students who completed the treatment reported reading almost three times as many books; (3) percentile pre- and post-reading attitude test results reflected significant attitude increases in both recreational and academic reading; and (4) parent pre- and post-survey results reflected an increase in observable behavioral changes in target group students' participation in reading related activities. Findings suggest that the treatment was successful and can be applied to other elementary school settings. (Contains 26 references and 5 tables of data. Appendixes present survey instruments, data, "Reading Buddies" guidelines, and a sample letter to parents.) (RS)

ED 376 442 CS 011 884

Meroney, Barbara
Improving the Literacy Growth of Second Grade Students through the Use of Whole Language, Peer Tutoring, Cooperative Learning, and Computer-Based Instruction.
PUB DATE- 94
NOTE- 133p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; Computer Assisted Instruction; *Cooperative Learning; *Elementary School Students; Grade 2; *Peer Teaching; Primary Education; Reading Improvement; Student Motivation; *Tutoring; *Whole Language Approach; Writing Improvement
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

A practicum addressed the problem that the traditional Chapter 1 program of a school district had not been effective in promoting literacy growth. The students repeatedly read the same stories with equal lack of success each time. They were not motivated to read or write because the purpose was irrelevant and failure was probable. The strategy used with 22 students in one classroom was to combine research-based whole language approaches with cooperative learning activities, peer tutoring experiences (as tutors and tutees), and computer-based instruction. Learning styles and needs were met while students increased their ability to learn and think critically. Results form the Diagnostic Achievement Battery, reading running records, writing samples, checklists of teacher observations, personal evaluations, and surveys reveal that the students showed notable development in literacy growth. Findings suggest that the planned program of instruction helped the students improve literacy growth with confidence. (Contains 97 references, 7 tables, and 6 figures of data. Appendixes present the writing rubric, checklists and survey instruments, and examples of story mapping and story circle diagrams.) (RS)

ED 376 443 CS 011 885

encouraging interdisciplinary approaches to awakening consciousness can learn much from their students' interest in popular music. MTV and VH1 have special significance for students and can be easily incorporated into a paper/presentation at the end of a freshman composition course. Evaluations at the end of the semester show that this activity typically was noted as the highlight of the semester. The approach has two parts: (1) a 500-word essay explicating the lyrics to a rock song or a narration discussing the ways the lyrics remind a student of circumstances in his or her life; and (2) a presentation in front of the class, which is to last about five minutes and has four parts which are explained to the instructor in a prospectus: song (title and artist); specific meaning to the student; general point to be made to the class; and visual aids to be used. In short, students prepare a summary of their paper and present it in some interesting way. In one particular case, a student, while playing Eric Clapton's "Tears in Heaven," showed slides of himself and a friend, whom he has missed since his death due to an alcohol-related traffic accident. (TB)

ED 376 463 CS 214 575

Krater, Joan; And Others
Mirror Images: Teaching Writing in Black and White. Webster Groves Action Research Project.
PUB DATE- 94
NOTE- 529p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Action Research; *Blacks; Class Activities; *Classroom Environment; English Instruction; Low Achievement; Program Descriptions; Secondary Education; Staff Development; Teacher Improvement; *Teacher Student Relationship; *Teaching Methods; *Writing Improvement; *Writing Instruction; Writing Research
IDENTIFIERS- African Americans; *Missouri (Webster Groves)

Presenting classroom experiences and a process to help writing teachers see their own hard-to-reach students with new eyes, this book tells the story of a 6-year action research project committed to building classroom environments where cultural differences are affirmed and high achievement is fostered among all students. The book notes that the action research project was begun by middle- and high-school teachers who refused to accept the chronic underachievement of African American student writers in the midwestern suburb of Webster Groves, Missouri. The book concludes that the teachers realized that instead of trying to "fix" the students, they needed to "fix" their teaching methods, the ambience of their classrooms, and their own cultural awareness. Chapters in the book are: (1) Adjusting the Mirrors; (2) Story of an Action Research Team; (3) Close-Up Views; (4) Build on Strengths; (5) Use Process Approaches to Writing; (6) Individualize and Personalize; (7) Encourage Cooperative Learning; (8) Increase Control of Language; (9) Use the Computer; (10) Foster Involvement with Writing and Reading; (11) Build Bridges, Expand Horizons; (12) Changes in Student Writing; (13) Changes in Student Attitudes; and (14) Future Changes--for Us and the Reader. Brief autobiographical essays of teachers follow each of the chapters 4 through 11. Appendixes present sample lessons on literature study groups, thumbprint narratives, thumbprint essays, and dramatic

Classroom situations) (055)
DESCRIPTORS- *Caregiver Speech; *Communication Skills; Elementary Education; *Listening Skills; *Parent Child Relationship; *Parent Role; Skill Development
IDENTIFIERS- Communication Behavior

Noting that listening is a very large part of school learning and one of the primary means of interpersonal communication, this pamphlet presents guidelines and suggestions for parents to help their children develop listening and communication skills. Guidelines in the pamphlet are: be interested and attentive, encourage talking, listen patiently, hear children out, and listen to nonverbal messages. Suggestions for improving communication with children discussed in the pamphlet are: be interested, avoid dead-end questions, extend conversation, share thoughts, observe signs of when to end conversations, reflect feelings, and help clarify and relate experiences. The pamphlet briefly discusses how listening skills affect learning, how parents can guide their children to better listening, and why parents are important in building children's communication skills. (RS)

ED 376 482 CS 214 608

Ollila, L.; And Others
Metacognition and Strategic Use of Computers: A Study of Creative Writing with Grade Four Children.
PUB DATE- 93
NOTE- 24p.; In: Collis, Betty, Comp., The ITEC Project Information Technology in Education of Children. Final Report of Phase 1.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Computer Networks; Creative Writing; Grade 4; Intermediate Grades; *Metacognition; Student Reaction; Word Processing; Writing Improvement; *Writing Processes; Writing Research; *Writing Strategies
IDENTIFIERS- Writing Contexts

A study investigated whether computers would enable students to develop individual working writing environments. The programs that the fourth-grade students used were Hypercard, Clip Art, and MacWrite. Students worked with each of the programs and talked about what they were thinking while using the computer. A constant flow of teachers, staff, observers from other schools, interested computer users, and researchers passed through the small computer room. Constraints on students' creativity included technological limitations and the desire to complete a class project. Despite the constraints, students were pleased with their experiences in the computer room. Results also indicated that: (1) students preferred working in a visually stimulating environment; (2) students employed metacognitive processes to learn how to work creatively within the structure of the computer or software; (3) students lacked knowledge of how the computer system worked; (4) the editing and spell-checking capabilities and the readability of the final product made it easier for students to write unimpeded; (5) the main inhibitor for many students was the keyboard interface; and (6) despite distractions, students were engrossed in what they were doing once they opened their working file. Findings suggest that the power of the computer to free students from labor-intensive editing processes greatly enhances the writing process, and that the diversity of activities in the computer classroom environment make it impossible for the teacher to be aware of what all the students known as Gopher presents a rich variety of potential benefits to writing pedagogies and to educational administrators. Writing teachers need to overcome tendencies to think of exploration of the Internet information resources as something to be uncritically adopted and as something to be added to existing pedagogies without corresponding modifications in thinking and practice. Elements of a writing class likely to be affected by gopher exploration include: (1) greater student interactivity with the information they read; (2) greater student inventiveness; (3) meta-discourse and meta-learning; (4) greater "virtuality" of the classroom; (5) students' awareness of themselves as both audience and as rhetor; (6) evaluation of students' writing; (7) student observation and participation in the continuous revision of gopher sites; (8) the role of the teacher; and (9) students thinking of pre-existing texts as information sources rather than as discourses to be emulated. General ideas for gopher-based writing pedagogy include asking students to learn about a place or topic using gopher; having students describe a gopher site; and having students construct guides to gopher sites. Using a sequence of three lesson plans, students can be introduced to a gopher-based writing pedagogy. Bowling Green State University's General Studies Writing program, like an increasing number of academic departments and programs, is using a gopher server as an aid to its operations. Fear of the unknown appears to be the largest single constraint for both students and instructors in acquiring skills and knowledge via gopher explorations. Gopher-based assignments are best evaluated as a part of a process rather than as an end in themselves, and the evaluation of such assignments should be flexible enough to allow for indeterminable outcomes. (RS)

ED 376 502 CS 214 631

Chin, Susan Ho
Pockmarks and Pustules on the Face of Multicultural Readers.
PUB DATE- Nov 94
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (84th, Orlando, FL, November 16-21, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; Cultural Awareness; *Cultural Context; *Ethnocentrism; Higher Education; *Multicultural Education; *Reading Material Selection; Student Attitudes; *Writing Instruction
IDENTIFIERS- Multicultural Materials

Using multicultural readers for writing courses runs two risks--"pockmarks and pustules." Pockmarks refer to problems with the multicultural readers or books themselves, while pustules refers to characteristics associated with readers or the ones who read the books. Pockmark No. 1 is that readings may create negative opinions or stereotypes in the minds of the readers. Students who read about areas of the world about which they have no prior knowledge or about cultures with which they have had no interaction are particularly vulnerable to misperceptions. Pockmark No. 2 is that readings may shock a student and/or reinforce his or her ethnocentric sense that "our" way is better. Pustule No. 1 is that most read especially young people, are egocentric, which means they have trouble relating to that which is not the here and now. They often view perspective involves specific instructional approaches and strategies. And the perspective can be applied to "survey courses" such as communication theory, rhetorical theory, nonverbal communication, and organizational communication theory. When a student engages in an internal or interpersonal dialog in a focused, logical manner, he/she is thinking critically. Among the things students should be able to do are make logical inferences based on a body of information; engage in generating and testing hypotheses; analyze common language to eliminate ambiguity and equivocation; and think reflectively about problems individually or in collaboration with others. Teachers should be concerned with educating well-informed and intellectually discerning citizens so that each might engage in a common civic dialog. In contemporary, technological society, individuals are deluged with hundreds of arguments daily, most of which are shams, through deceptive advertising on television, and through the pronouncements of governments. Some approaches that instructors can use in speech communication are: (1) organize a course so as to encourage extended research on a subject relevant to the topic of the course; (2) design the course so that the students are required to demonstrate an acceptable degree of proficiency in the written as well as the spoken word; (3) incorporate principles of logic and argumentation into the course; (4) raise questions about evidence and claims and make discussions of topical issues and problems a central focus of classroom activity; and (5) seek critical thinking outcomes when evaluating your students. (Contains 13 references.) (NKA)

ED 376 522   CS 508 733

Krcmar, Marina B.; Brentar, James E.
The Effect of Television on Dyadic Interaction.
PUB DATE- Aug 94
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Higher Education; *Interpersonal Communication; Mass Media Effects; Recall (Psychology); Television Research; *Television Viewing
IDENTIFIERS- *Communication Behavior

A study examined the effects of television on dyadic interaction. Subjects, 41 dyads (mostly same sex dyads) consisting of a student in an introductory communication course (students were given extra credit for participation in the research) and a friend, were randomly assigned to one of four treatment conditions and were videotaped by a hidden camera as they watched either 3.5 minutes of "distractor material" followed by 3.5 minutes of blank tape; 7 minutes of blank tape; blank tape followed by the distractor material; and 7 minutes of distractor material. Dyadic interactions were then coded. Results indicated that television exerted a concurrent effect on dialogue, with shorter utterances, longer response latencies, fewer contingent responses, and less eye contact in the presence of television. Results also indicated that television exerted a carryover effect such that greater response latencies persisted even after the television had gone off, and that recall of conversations (both topics and approximate verbatim recall) was poorer for conversations that occurred with the television on than for those in the control judges look down on the use of these weekly publications. Indeed, judges do seem to be rewarding students for the number of sources as well as their uniqueness. The advantage to this trend is that students are learning the importance of an argument well-grounded in diverse sources. Furthermore, students are learning to do computer searches for unique sources, which improves their research abilities and prepares them for future careers in business and law. However, the disadvantage to this trend is that younger college students do not always have the background and skills to understand and critically evaluate the sources they find on the computer. A snowball of bad arguments is made when beginners end up offering contradictory testimony and information from slanted or biased sources. Participants and judges must return to focusing on the arguments themselves and not on the number and uniqueness of the sources. Emphasizing the novelty in documentation at the risk of good analysis and communication skills would only be detrimental to the philosophical purposes of the activity. (TB)

ED 376 539 CS 508 750

Thompson, Teresa L.; Zerbinos, Eugenia
Television Cartoons: Do Children Notice It's a Boy's World?
PUB DATE- Aug 94
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Cartoons; *Childhood Attitudes; Early Childhood Education; Higher Education; *Sex Role; *Sex Stereotypes; Television Research; *Television Viewing

This study, a part of a larger project, investigated what children learn about gender roles from cartoons and how these cartoons might color the children's view of the world. A total of 89 children ranging in age from four to nine were sampled from three different locations (a university-affiliated day-care center and two parochial schools near the university). Interviewers were eight trained senior-level university students in a Women and Communication class. Interviews with the children lasted from 4 to 10 minutes. Results indicated that: (1) children watched more "chase-and-pratfall" cartoons than any other type, but the favorite cartoon type for nearly half of the children was continuing adventure; (2) a strong correlation existed between continuing adventure cartoons and more stereotypically male behaviors; (3) children attributed more of all behaviors to boy characters than to girl characters; (4) both boys and girls described boy characters' behavior as violent and active, but only the girls recognized that boys' behaviors made an impact on girl characters; (5) a majority of children perceived male and female characters in stereotypical ways; (6) children identified very few "real job" behaviors for either boy or girl characters; (7) children whose mothers worked outside the home reported that boy characters engage in fewer stereotypically male behaviors; and (8) the type of cartoon preferred by the children had an impact on their perceptions about cartoon characters. (Contains 51 references and 3 tables of data.) (RS)

ED 376 540 CS 508 751

across years? (2) To what extent are school effects stable across subjects? and (3) To what extent does the instability across years interact with the instability across subjects? Methodology involved analysis of datasets provided by the Dutch Ministry of Education and Sciences--the examination results of pre-university track students for the years 1983, 1984, and 1987; senior secondary track students for the years 1983 and 1987; and junior secondary track students for the years 1983, 1984, 1985, and 1987. The school effects per subject were found to be fairly stable across years, but schools appeared to produce remarkably divergent results across subjects. Findings also indicated a substantial interaction effect of instability across years and subjects. The results corroborate the conclusions of recent studies that stressed the important role of departments in secondary schools. The general differences between schools with respect to student achievement were very modest, accounting for no more than 4 percent of the total variance in student achievement. Two figures and one table are included. Contains 43 references. (LMI)

ED 376 559   EA 026 247

Luyten, Hans
School Size Effects on Achievement in Secondary Education: Evidence from the Netherlands, Sweden and the USA.
PUB DATE- Apr 94
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Effective Schools Research; Foreign Countries; Institutional Characteristics; *Mathematics Achievement; School Demography; *School Effectiveness; *School Size; Science Tests; Secondary Education
IDENTIFIERS- *Netherlands; Science Achievement; *Sweden; *United States

This paper reports the results of an investigation into the relationship between school size and achievement. The study examined the impact of school size on mathematics achievement in Dutch, Swedish, and American secondary education and on science achievement in the Netherlands. The following research questions were explored: (1) Is school size related to achievement independently of student background characteristics, such as sex, achievement motivation, socioeconomic status, and cognitive aptitude? (2) Is the effect of school size related to any of the aforementioned background characteristics? (3) Does the effect of school size on achievement differ among the educational systems of the Netherlands, Sweden, and the United States? and (4) Is the effect of school size the same for different measures of student achievement (mathematics versus science)? Datasets from two international studies sponsored by the International Association for the Evaluation of Educational Achievement were analyzed--the Second International Mathematics Study (SIMS) and the Second International Science Study (SISS). The findings found little empirical evidence for the existence of school-size effects on achievement in any of the three countries, possibly because school size and curriculum comprehensiveness are not strongly related in these countries. Some useful additional information regarding the robustness of the detected relationships between the five covariates and student regional problems, state legislation, and local events. This document presents findings from the case studies of three participating schools, which included a middle school in an affluent neighborhood, an elementary school, and a progressive middle school. In each case, the study describes the culture of the school, specify the objectives the school set for itself, discuss the stumbling blocks that impeded progress toward those objectives, analyze achievements, and detail what difference shared decision making (SDM) made for the school and its stakeholders. In two schools, shared decision making became well established and stakeholders began to move toward school restructuring. The third school was still struggling to discover what shared decision making was and what the stakeholders wanted to accomplish through shared governance. Preliminary findings show that SDM/school restructuring success was affected by a complex interplay of 15 contextual factors, which fall into the following four broader categories: (1) shared governance and process; (2) vision and change; (3) collegiality and inclusion; and (4) communication and training. One table is included. Appendices contain the 1991-92 SDM/Focus 2000 goals, actions and strategies; and a definition of SDM. Contains 66 references. (LMI)

ED 376 579   EA 026 281

Hall, Valerie
Making a Difference: Women Headteachers' Contribution to Schools As Learning Institutions.
PUB DATE- 94
NOTE- 8p.; Paper presented at the Annual Meeting of the British Educational Management and Administration Society (Manchester, England, United Kingdom, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; Elementary Secondary Education; Females; Foreign Countries; Interprofessional Relationship; *Leadership; *Leadership Styles; Organizational Change; *Organizational Climate; *Women Administrators
IDENTIFIERS- *Head Teachers; *United Kingdom

This paper presents findings of a study that examined how six women headteachers in Great Britain worked as school leaders. Data were obtained through observation, joint inquiry, structured conversations, and life-history interviews. The study drew on Wallace and Hall's (1994) power-culture metaphor, which stated that individuals make different use of resources to achieve desired goals through interaction according to their beliefs and values. The study looked at how the women heads attempted to influence and direct the organizational cultures for which they were responsible. Findings indicate that each of the heads "grew into" the headship. They held clear values, preferred influence over power, and utilized effective interpersonal and communication skills. They viewed their own empowerment as enabling them to empower others. Constraints to creating a supportive learning environment included gender, staff resistance, and changing external demands. The findings do not assert that women are better leaders than men, but show how the women headteachers' visions and more conducive to the development of schools as learning organizations. Contains 21 references. (LMI)

ED 376 580   EA 026 282

of key people who advocate the change, and a focus on what needs to be changed. Part 2, originally published as a separate paper in October 1992, describes the human dimension and key change factors in the implementation phase. It discusses the "implementation dip"--the period between discarding old strategies and the mastery of new ones--and the use of internal and external facilitators. Part 3 focuses on institutionalization and renewal of educational change, that is, how to keep desired changes in place and how to continue to grow. A brief discussion of institutionalization is followed by questions to guide institutionalization and renewal. What research tells us about institutionalization and renewal is then discussed, including lessons from the past and present, and funding as an obstacle as well as an opportunity is considered. A final statement on what needs to be done to effect successful change concludes the document. (LMI/AA)

ED 376 600 EA 026 315

Linquanti, Robert; Berliner, BethAnn
Rebuilding Schools As Safe Havens: A Typology for Selecting and Integrating Violence Prevention Strategies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict Resolution; *Discipline Policy; Elementary Secondary Education; Intervention; *Prevention; School Community Relationship; *School Safety; School Security; *Violence

This document presents an effective way to view, select, and integrate school safety policies and programs. It offers a typology of school safety approaches, examines within the context of this typology a broad range of current policies and practices to prevent or manage violence, and provides a set of prompting questions for each of the three major categories along the continuum of approaches. Following the introduction, section 2 defines the typology, which is based on three strands--temporal (time), behavioral (locus of control), and focal (scope). Section 3 applies the typology to a broad range of policies and practices. A "menu of options" groups these policies into three clusters that correspond to points along the typology continuum. It includes samples of policies, conduct codes, and enforcement measures that schools can use to respond to emergencies, move away from crisis, or prepare for the future. Questions to answer for developing a comprehensive strategy are presented in the fourth section. The final section points out that building safe schools is not a peripheral mission of education; it is a central goal requiring commitment and cooperation. Two figures are included. The appendix contains a list of regional contacts. (LMI)

ED 376 601 EA 026 317

Kleine, Patricia A.
Is a Woman's Place Only in the Classroom?
PUB DATE- Feb 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Sarasota, FL, February 1994).

IDENTIFIERS- Kansas (Lawrence)

This paper reports on a qualitative ethnographic research study on the inclusion of children with severe disabilities into a Montessori preschool program in Lawrence, Kansas. The program has served 20 children with disabilities since its inception in 1986. The program's emergent model involves a split program (utilizing a special education classroom and the community preschool) with use of integration facilitators and cooperative efforts among early childhood special educators, mainstream Montessori early childhood educators, and families. The project is based on seven specified values such as the rejection that children with disabilities must be "fixed" before they can be fully included. The program has developed several products including video documentation of participants' attitudes and inclusive strategies, a training handbook, specific checklists, and an Individualized Education Program observational matrix. A variety of studies are looking at the program including two recently completed studies on the communicative interactions of preschool children with severe disabilities in the two settings. The model is currently being replicated and validated in Kansas City, Kansas. Attached tables provide detailed data on children in the program, interviews conducted, varieties of project documentation, outcome markers identified in evaluation efforts, concerns and benefits expressed by participants, and variables related to the Montessori approach. (Contains 24 references.) (DB)

ED 376 621 EC 303 447

Dunn, Winnie
Analysis of the Preschool Individualized Education Planning Process: Current Practices and Directions for the Future.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developmental Disabilities; *Individualized Education Programs; *Interaction Process Analysis; Interdisciplinary Approach; *Meetings; *Parent School Relationship; Preschool Education; Student Educational Objectives; *Visual Impairments

This study examined the actual content of meetings concerning the development of Individualized Education Programs (IEPs) for preschool children with developmental delays or visual impairments. Meetings concerning a total of 23 children in each of three programs were examined. In this study, researchers recorded and transcribed preschool Individualized Education Program meetings, coding each utterance according to who was speaking and what was being discussed. Additionally, the IEP goals and objectives were also coded on the same content parameters to compare goals to the actual meeting content. Findings indicated that discipline-specific team members contributed the most to discussions about their characteristic areas of expertise. The preschool teachers also talked a great deal in all content categories. At meetings with parents, the "other" category contained one fifth of all utterances, ostensibly in an effort to establish rapport with parents. Parents made the second highest number of utterances (16 percent of the total utterances) but their utterances clustered in the "other" and "acknowledgement" categories. Results suggest that IEP meetings were not family-centered planning regular education programs maintaining that this movement offers only an illusion of support for all students. Essays are divided into three sections. Part 1 provides context and historical perspective. Part 2 is a series of critiques of the full inclusion movement, with particular attention paid to conceptual and policy issues. Part 3 takes up various issues from the perspective of concern for groups with specific disabilities. Included essays are: (1) "From Mainstreaming to Collaborative Consultation" (Daniel P. Hallahan and James M. Kauffman); (2) "The Social Context: Then and Now" (Donald L. MacMillan et al.); (3) "A Legacy of Policy Analysis Research in Special Education" (Melvyn I. Semmel et al.); (4) "Toward a Culture of Disability" (Daniel P. Hallahan and James M. Kauffman); (5) "Who, How, and Where: Special Education's Issues in Perpetuity" (Barbara D. Bateman); (6) "The Pull of Societal Forces on Special Education" (James J. Gallagher); (7) "Comments from a Biased Viewpoint" (William C. Morse); (8) "The Regular Education Initiative as Reagan-Bush Educational Policy: A Trickle-Down Theory of Education of the Hard-to-Teach" (James M. Kauffman); (9) "Toward a Comprehensive Delivery System for Special Education" (James M. Kauffman and Daniel P. Hallahan); (10) "How We Might Achieve the Radical Reform of Special Education" (James M. Kauffman); (11) "Inclusive Schools Movement and the Radicalization of Special Education Reform" (Douglas Fuchs and Lynn S. Fuchs); (12) "Special Education and the Great God, Inclusion" (Stanley C. Diamond); (13) "Swimming Against the Mainstream" (Peter Idstein); (14) "A Mother's Thoughts on Inclusion" (Margaret N. Carr); (15) "Mainstreaming, Schools for the Blind, and Full Inclusion: What Shall the Future of Education for Blind Children Be?" (Michael Bina); (16) "The Education of Deaf Children: Drowning in the Mainstream and the Sidestream" (Harlan Lane); (17) "Inclusive Education: Right for Some" (Bernard Rimland); and (18) "Mainstreaming and the Philosophy of Normalization" (Edward Zigler and Nancy Hall). An appendix includes position statements of organizations concerning inclusion. Individual chapters contain references. (DB)

ED 376 640   EC 303 467

Paul, Peter V.
Metatheorizing in Deafness and Literacy.
PUB DATE- Apr 94
NOTE- 22p.; Paper based on a presentation at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Deafness; Educational Principles; Elementary Secondary Education; *English Instruction; Functional Literacy; *Literacy Education; Student Development; *Theories
IDENTIFIERS- *Metatheory

This article provides a discussion of the importance and use of a method of systematic critical analysis, metatheorizing, as a tool for understanding the current research and debate in deafness and literacy. After reviewing background information on the notion of metatheorizing, the article presents some general remarks relative to the debate on two broad issues in deafness and literacy: (1) the instruction of English literacy skills and (2) the development of English literacy skills as a realistic goal for most students with severe to profound hearing impairment. The article raises questions about the briefly described. It is concluded that, although there is a lack of congruent data in the research on autism, evidence does suggest that autism is a neurologic syndrome. (Contains 87 references.) (DB)

ED 376 658 EC 303 488

Upshur, Carole C.
Differences in Family Participation in Early Intervention Services.
PUB DATE- 5 Jun 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (118th, Boston, MA, May 31-June 4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; Demography; Developmental Disabilities; *Disabilities; Downs Syndrome; *Early Intervention; *Family Involvement; Family Problems; Family Programs; Financial Support; Infants; Longitudinal Studies; Low Income Groups; Mothers; One Parent Family; *Parent Participation; Preschool Education; Services; Stress Variables; Toddlers; Trend Analysis
IDENTIFIERS- Massachusetts; New Hampshire

This speech reports on data collected by the Early Intervention Collaborative Study (EICS), which is a longitudinal study following the development of 190 young children with disabilities (and their families) who entered 29 publicly funded early intervention programs in Massachusetts and New Hampshire in the period from 1985 to 1987. The children's disabilities included Down syndrome, motor impairment, and developmental delays. Evaluation of service trends indicated: average service hours amounted to 8 hours per month; families participated in early intervention programs an average of 2 years; lower income, less well educated, single mothers received less service; the child's developmental level and diagnosis at entry were highly associated with total service hours; mothers experiencing more parenting stress and poorer teaching skills received less service than mothers with more social support; however, families with lower incomes, unmarried mothers, and families reporting more stress received more outside services (i.e., case management and financial assistance) than did other families. Possible reasons for these patterns are suggested and include the medical model training received by most early intervention staff and funding mechanisms which do not recognize less formal family services. Attached tables provide details of the study's findings. (DB)

ED 376 659 EC 303 489

Rapp, JoAnn M.
The Federal Legislative Mandates of Services to the Special Needs Postsecondary Student and the Implications for Today's Professor.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Civil Rights Legislation; College Faculty;

DESCRIPTORS- Curriculum; Demonstration Programs; *Disabilities; *Education Work Relationship; Emotional Disturbances; Family Programs; High Schools; Job Placement; Language Acquisition; *Learning Disabilities; Postsecondary Education; Program Development; *Program Implementation; Rehabilitation; Self Determination; Services; State Programs; State Universities; Supported Employment; *Transitional Programs; Vocational Education
IDENTIFIERS- *Alabama; Functional Assessment
This proceedings document provides the texts of 18 presentations given at a 3-day conference in 1993 which focused on policies, materials, programs, and activities being implemented in Alabama to foster the successful transition of youth with disabilities to adult life. First, four individuals with learning disabilities (Travis Moore, Kim Witherington, Tracey Smith, and Mark Pope) recount their personal stories. Next, 11 papers address Alabama programs and services, followed by 3 additional papers on transition. The papers are: (1) "Cullman County's Transition Program" (Kaye Hilton et al.); (2) "Jefferson County's Pilot Program on Functional Assessment" (Beverly Lavender); (3) "Elmore County's Language Cookbook: A Functional Language Curriculumn for the Moderately- to Severely-Handicapped" (Sandra Diaz et al.); (4) "Tuscaloosa's Program Where Consumers and Families Speak Up" (Linda Hutt et al.); (5) "Birmingham's Student Transitional Education Program (S.T.E.P.)" (Nan Butler et al.); (6) "The University of Alabama's Project BOLD: Services for Students with Learning Disabilities" (Pat Friend); (7) "UAB's Program for Students with Learning Disabilities" (Betty West and Carolyn Toler); (8) "The University of Alabama's 'LD Bridges to Career Success Project'" (Jamie Satcher and Marcheta McGhee); (9) "Real-Time Captioning in an Educational Setting: A Pilot Project at Auburn University" (Kelly Haynes); (10) "Auburn University's Transition Course" (Clarence Brown); (11) "Auburn University's Teacher Preparation Program with an Emphasis at the Secondary Level" (Philip Browning and Caroline Dunn); (12) "Self-Determination: An Essential Ingredient in Transition" (Philip Browning); (13) "The Transition of Alabama's Emotionally Disturbed Youth" (Rebecca Curtis and Cheryll Glisson); and (14) "Transition: Implications for Rehabilitation Counselors" (Maura Elizabeth Parry). A list of conference participants and a cumulative index to the three conference proceedings published in 1992, 1993, and 1994 completes the document. (DB)

ED 376 680 EC 303 510

Browning, Philip, Ed.
Transition IV in Alabama: A Profile of Commitment. Proceedings of the Annual Statewide Conference on Transition (4th, Auburn, Alabama, January 1995).
PUB DATE- Jan 95
NOTE- 206p.; For related documents, see EC 303 507-509. Photographs may not reproduce.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Curriculum; Definitions; Demonstration Programs; *Disabilities; *Education Work Relationship; *Family Involvement; Family Programs; High Schools; Independent Living; Job Placement; Postsecondary Education; Program Development; *Program Implementation; Rehabilitation; Self Determination; Services; State Programs; State Universities; Supported Employment; *Transitional Programs; Vocational Education; Vocational Rehabilitation

Relationship; *Teacher Supervision

This handbook provides guidelines and forms for evaluating second language teachers' performance and second language programs. The first section, which addresses the supervision and evaluation of language teachers, outlines basic principles (supervisory goals, evaluator attitudes, supervisory visits, and follow-up conferences), gives instructions for using the teacher evaluation form, presents guidelines for classroom observation, and includes four evaluation instruments: a short form report on classroom observation; a standard long form for classroom observation; a cumulative teacher evaluation form; and a checklist of classroom interactions, activities in all language skills (speaking, listening, reading, writing, grammar), and language use, with space for comments on teacher strengths and weaknesses. The second section focuses on language program evaluation; it lists supervisory principles with implications for program evaluation and provides an evaluation form. In addition, two forms are appended, one for student evaluation of teacher and program and one for teacher evaluation alone. (MSE)

ED 376 699 FL 022 542

Kotapish, Carl E.
The Place of Grammar in the ESL/EFL Classroom: An Annotated Bibliography.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Classroom Techniques; *English (Second Language); *Grammar; Language Attitudes; *Linguistic Theory; *Second Language Instruction; Second Language Learning; *Teaching Methods; Textbooks
IDENTIFIERS- Communicative Approach

This annotated bibliography includes citations of journal articles and book chapters that focus on current theories related to teaching grammar in English-as-a-Second-Language and English-as-a-Foreign-Language classrooms. Citations include: (1) "Field Independence-Dependence and the Teaching of Grammar" (R. G. Abraham); (2) "Making Informed Decisions About the Role of Grammar in Language Teaching" (M. Celce-Murcia); (3) "Basic Issues Background" (M. Celce-Murcia); (4) "Interactive Oral Grammar Exercises" (Raymond F. Comeau); (5) "The Role of Grammar in Second Language Learning" (R. DeKeyser); (6) "Grammatical Explanations in ESL: Teach the Student, Not the Method" (M. R. Eisenstein); (7) "Grammar in Writing" (J. Frodesen); (8) "The Problem with Grammar: What Kind Can the Language Learner Use? (N. Garrett); (9) "Textbook Grammar: Does It Reflect Native Speaker Speech?" (E. W. Glisan and V. Drescher); (10) "Linguistic Accuracy of Textbook Grammar" (J. Herschensohn); (11) "Teaching Grammar for Proficiency" (T. V. Higgs); (12) "Teaching Grammar" (D. Larsen-Freeman); (13) "From Grammatical to Communicative Approaches" (P. A. Richard-Amato); (14) "The Status of Grammar in the Language Curriculum" (J. C. Richards); (15) "Interaction as the Key to Teaching Language for Communication" (W. Rivers); (16) "Coupling as a Text-Building, Myth-Evoking Strategy in Vietnamese: Implications for Learning To Read in Different Languages" (John Schafer); (17) "The Role of Grammar Instruction in a Communicative Approach" (T. D. Terrell); (18) "Grammar, Nonsense, and Learning" (H. G. Widdowson); and (19) "Methodology for the Teaching of Meaning" (H. G. Widdowson). (MDM)

Whole-School Bilingual Education Programs: Approaches for Sound Assessment. NCBE Program Information Guide Series 18.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Education Programs; Check Lists; *Educational Environment; Elementary Secondary Education; English (Second Language); Evaluation Criteria; Evaluation Methods; *Institutional Characteristics; *Outcomes of Education; Program Administration; *Program Effectiveness; Program Evaluation; Program Implementation; Rating Scales; Staff Development
IDENTIFIERS- Goals 2000

Based on research on the features that are found in effective school-wide bilingual education programs, assessment strategies for such programs are offered. The features are in three groups: indicators relating to school context (ethos, management, and resources that affect the attitudes of school staff, students, and parents in language minority communities), school implementation indicators (curriculum and instruction, staff development, administrator responsibilities, and parent role), and student outcome indicators (skills and strategies required of limited-English-proficient students to succeed in whole-school bilingual education programs and attain the performance standards outlined in "Goals 2000"). Each indicator is described as it relates to diverse language populations, and ways to measure the feature for purposes of program improvement are discussed. Sample assessment forms, in the form of checklists and rating scales, are included for each feature or feature group. In addition, the characteristics of a comprehensive assessment plan are outlined, and major administrative issues in program evaluation (time, funding, support, sources of expertise, consistency across the institution, choice of evaluators, and comprehensiveness of assessment) are discussed briefly. Contains 38 references. (MSE)

ED 376 720 FL 022 587

Spanos, George; And Others
Communicative Math and Science Teaching: An Instructional Guide.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 90
NOTE- 11p.; Funding also provided by the Xerox Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *Communicative Competence (Languages); Cultural Context; Elementary Secondary Education; English (Second Language); Instructional Materials; *Interdisciplinary Approach; Language Role; Language Usage; *Mathematics Instruction; *Science Instruction; Second Language Instruction; Teacher Education; Videotape Recordings; Vocabulary Development

The guide is intended for teacher trainers providing pre- and in-service programs for mathematics, science, and language teachers, and designed to accompany a 34-minute videotape

NOTE- 156p.
LANGUAGE- English; French
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Attitude Change; *Community Programs; Developed Nations; Foreign Countries; French; *Literacy Education; *Participative Decision Making; *Student Participation
IDENTIFIERS- Ontario

This manual is designed as a resource for involving learners in literacy programs. Although the report is written at a high reading level, highlights for each section that are written in clear language are found at the beginning of the manual. Section 1 introduces the topic of learner involvement; it also describes the benefits of learner involvement as listed by staff, learners, and board members and discusses the kinds of activities in which learners are involved. The rest of the section contains strategies for getting learners involved. They are divided into two categories. Setting the foundation includes these topics: learner empowerment, challenging confidentiality, building on learners' experiences, using the community to one's favor, supporting learners, and treating learners as equals. Building the house covers these areas: learners networking with each other, advocacy/outreach, working on real tasks that affect everyone, improving communication channels, providing ongoing program support, and adopting learner-friendly structures. Section 2 highlights specific barriers and techniques for overcoming them. These types of barriers are addressed: empowerment, program support for learners, community support for learners, confidentiality, communication, learner networks (learners groups and learners conferences), and changing the way that decisions are made. Eleven references are listed. Two appendixes include the methodology and guidelines for how to chair a meeting. A French language version is provided. (YLB)

ED 376 272 CE 067 420

Lankard, Bettina A.
Career Education for Teen Parents. ERIC Digest No. 148.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescents; *Career Development; *Career Education; Daily Living Skills; *Early Parenthood; *Employment Potential; *Employment Programs; Job Skills; Job Training; Needs Assessment; Youth Programs
IDENTIFIERS- ERIC Digests

The demographic characteristics of teenaged parents reveal a majority who are aged 18-21, live in poverty, have dropped out of school, and are unemployed and unmarried. Their potential for high school graduation is often dependent upon their support network and life course adaptation. Employment patterns

ED 376 289 CE 067 515

Bradley, Jennifer Campbell; Dettling, Joe
Environmental Technology. Curriculum Guide for Agriscience 384.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE- 94
NOTE- 28p.; For related guides, see CE 067 513-514.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Engineering; Behavioral Objectives; *Competency Based Education; Conservation (Environment); Conservation Education; *Course Content; Educational Objectives; Environment; *Environmental Education; High Schools; Instructional Materials; Natural Resources; Pollution; Soil Conservation; State Curriculum Guides; *Statewide Planning; Units of Study; Water Pollution
IDENTIFIERS- Agricultural Sciences; *Environmental Engineering; Environmental Protection; *Texas

This guide outlines the topics of instruction and goals/objectives of a semester-long half-unit laboratory course in environmental technology (Agriscience 384) that is part of Texas' agricultural science and technology program. Presented first are lists of the following: essential elements common to all agricultural science and technology courses offered by Texas schools, essential elements specific to Agriscience 384, and the course's units and subtopics of instruction along with the suggested time allocated for each unit and the catalog numbers of Instructional Materials Service (IMS) curriculum materials that teachers may use to teach each topic/subtopic. The remainder of the guide lists the objectives to be met upon completion of each of the following course topics along with the corresponding IMS materials: the natural state of the environment; people, the environment, and the earth's natural resources; use and abuse of natural resources and their effects on the environment; environmental restoration and conservation; and resource accountability and environmental stewardship. (MN)

ED 376 290 CE 067 518

Patton, Jan
Learning Style Activities for Computer Applications. Field Review.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 94
NOTE- 319p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Brainstorming; *Cognitive Style; Competence; *Competency Based Education; Computer Assisted Instruction; Computer Graphics; *Computer Literacy; *Computer Oriented Programs; Computers; Data Bases; Data Processing; Desktop Publishing; Educational Games; Learning Activities; *Learning Strategies; Metaphors; Mnemonics; *Office Occupations Education; Questioning Techniques; Records (Forms); Secondary Education; Social Change; Spreadsheets; Teaching Methods; Telecommunications; Word Processing
IDENTIFIERS- *Texas

This document contains a composite of learning activities for use in a secondary-level course in business computer applications.

strategies; and diffusion of high-performance practices. In view of the study findings, it was recommended that the Wisconsin Technical College System take the following actions: (1) support curriculum development projects associated with the development of skills standards benchmarked to advanced industry practices; and (2) use extension services to extend the coverage of skills standards and wage norms from industry leaders to the rest of the sector. A three-tiered system of manufacturing certificates to document mastery of traditional basic, applied occupational, and advanced occupational skills was proposed along with a six-level model for a mature occupational training system in durable goods manufacturing was proposed. (MN)

ED 376 307 CE 067 578

Tuijnman, Albert C., Ed.; Van Der Kamp, Max, Ed.
Learning across the Lifespan: Theories, Research, Policies.
PUB DATE- 92
NOTE- 263p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adult Development; Adult Education; *Adult Learning; Adults; Age Differences; Aging (Individuals); Educational Objectives; *Educational Policy; *Educational Practices; Educational Principles; Educational Strategies; Foreign Countries; Individual Characteristics; Intellectual Development; Intelligence; Job Training; *Learning Strategies; Learning Theories; *Lifelong Learning; Sex Differences; Skill Development; Theory Practice Relationship
IDENTIFIERS- Europe; Informal Education; Japan; Netherlands; United States

This book contains 15 papers on the following topics related to lifelong learning: lifespan development and education, capacity to learn in the lifespan, skills formation in the workplace, learning to learn in the lifespan, and implications for policy and practice. The following papers are included: "Learning for Life: New Ideas, New Significance" (Tuijnman, Van Der Kamp); "Age, Gender, and Learning in the Lifespan" (Schuller); "Lifespan Learning: Developmental Tasks and Their Management" (Heymans); "Ageing and Learning: An Agenda for the Future" (Hiemstra); "Fluid Abilities and Epistemic Thinking: Some Prescriptions for Adult Education" (Lohman, Scheurman); "Fostering the Acquisition and Transfer of Intellectual Skills" (De Corte); "Practical Intelligence" (Wagner); "Informal Learning on the Job" (Van Onna); "Skills Needed in the Work Place" (Onstenk); "Theories and Principles of Learning to Learn" (Simons); "Implementing the Learning to Learn Concept" (Smith); "Effective Adult Learning" (Van Der Kamp); "Paradigm Shifts in Adult Education" (Tuijnman); "Public Intervention in Adult Education" (Lowe); "Learning for Life: Policy Conclusions" (Houtkoop, Van Den Dool).

ED 376 308 CE 067 580

Newbill, Sharon L.
Process/Product Evaluation (Summative): Westport Business Technology Magnet High School. 1990-1991, 1991-1992, 1992-1993.
PUB DATE- Jun 93
NOTE- 93p.; For a related formative evaluation, see ED 345 018. Half of document printed on colored stock.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

students to develop literacy skills by reading/writing about their experiences and visions, is designed to be used in conjunction with a library of books related to all five General Educational Development (GED) subjects and to adult personal and workplace concerns. A curriculum guide explaining how ABE/GED instructors can investigate the metaphor of ABLE as storytelling and help students use fiction and nonfiction as a basis for telling, reading, and writing stories was developed. Student performance data, project entry/exit interviews, and students' written and oral evaluations of the curriculum all supported the continued use of storytelling activities in ABE programs. (The bibliography contains 38 storytelling references. Also included is a curriculum guide, the "ABLE Storytelling Manual," containing 10 chapters of guidelines and materials for using storytelling as a vehicle for basic skill development, and the text of Kazemek's essay "'In Ignorance to View a Small Portion and Think That All': The False Promise of Job Literacy.") (MN)

ED 376 327 CE 067 619

Atkinson Center Adult Learning Program.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 37p.; Appendix G contains broken print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Programs; Basic Skills; *Evening Programs; *Homeless People; Individualized Instruction; *Laundry Drycleaning Occupations; *Literacy Education; *Prevocational Education; Program Development; Program Effectiveness
IDENTIFIERS- 353 Project; Pennsylvania

An evening adult literacy program was developed to provide pre-General Educational Development (GED) instruction to residents of a men's shelter who desired to become dry cleaners pressers. Because an intake assessment of the 32 enrollees revealed that only 34% of them were high school dropouts and more than 50% had some college background, the program was revised in the first month to shift its emphasis from a pre-GED program to a basic employment skills/educational refresher course. At the end of the 120-day program, 19 obtained men obtained employment, 18 had worked on basic skills at their own level, 15 had attended 25% or more of available class hours, 1 enrolled in further training, and neither of the 2 men who began working toward taking the GED test was deemed ready to take the test at program's end. (Appendixes constituting approximately two-thirds of this document contain the following: employment readiness curriculum, 10-item bibliography, list of off-site training offered and other resources, list of companies participating in on-site interviews, sample participant job applications/interviews and evaluation reports, and letter of support from program clients.) (MN)

ED 376 328 CE 067 620

Handerhan, Karen; Smoker, Janet
Beyond the GED with Physical Science. A Hands-on Science Curriculum.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.

charts; and math games. Contents of the teacher's guide are as follows: an introduction explaining the math literacy curriculum's objectives and structure, a 22-item bibliography, and seven instructional unit. Each unit includes the activities contained in the student handbook and a lesson plan detailing the lesson's goals, materials needed, and procedures for presenting individual and group learning activities. (MN)

ED 376 346 CE 067 647

Wilt, Gaie Isett
Modified Assessment for Adult Readers: Collage. User's Guide. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 31 Aug 94
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Data Collection; *Evaluation Methods; *Individualized Education Programs; *Literacy Education; Measures (Individuals); Reading Diagnosis; *Reading Instruction; *Student Evaluation; Teaching Methods
IDENTIFIERS- 353 Project; *Alternative Assessment

A project was conducted to design an alternative assessment tool for use with adult learners traditionally identified as reading below fifth-grade level. This assessment allows for the creation of a goal-oriented Individual Education Plan that is personalized to the learner's needs and educational goals. The approach, analogous to the art technique of collage, draws upon the unique experiences, interests, and purposes for learning that each learner brings, highlighting existing strengths and prior experiences. The collage assessment approach created during the project was field tested on 100 adult learners. Because of the collage format, the evaluative phase of the project was far too cumbersome for the time period funded by a minigrant. The project produced a final report, collage assessment instrument, and a user's guide. The user's guide includes the following: a rationale for assessment and evaluation, and many assessment strategies, including intake strategies, checklists, observation procedures, using anecdotal records, developmental reading assessment, self-evaluation by students, and writing analysis. (KC)

ED 376 347 CE 067 648

Fisher, Suzanne M.
National Issues Forums: Seniors/Community Connection. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

averaged 6-8 hours. (MN)

ED 376 364 CE 067 677

TNT: Teams Need Training.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Communication Skills; Conflict Resolution; Curriculum Development; Decision Making; Inservice Teacher Education; Instructional Materials; Interpersonal Competence; *Job Skills; Leadership Training; Learning Activities; *Literacy Education; Motivation Techniques; Problem Solving; *Self Directed Groups; Self Esteem; *Team Training; Teamwork
IDENTIFIERS- 353 Project; *Workplace Literacy

This document includes a final report and curriculum manual from a project to help adult educators teach team training by developing a curriculum for use in teaching teamwork skills in work force literacy programs and by providing two half-day seminars to assist adult educators with effectively using the curriculum. The manual for work force educators has nine chapters that focus on the following topics: self-directed teams, conflict resolution, problem solving, leadership, motivation, self-esteem, communication, decision making, and interpersonal relations. The curriculum provides informational materials as well as a variety of activities to be used when introducing the topics. The activities provide opportunities for the participants to interact and practice using the skills that they will need to become productive members of self-directed work teams. An activity sheet follows this format: objective, procedure, necessary materials, and discussion questions. Contains a resource guide listing 19 resources. (YLB)

ED 376 365 CE 067 678

Giguere, Lauren; And Others
Topics for Lehigh County Seniors II. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 297p.; For part I, see ED 368 886.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Education; Basic Skills; *Computer Literacy; Computer Oriented Programs; Creative Writing; Curriculum Development; Curriculum Guides; Daily Living Skills; *Genealogy; *Health Education; Instructional Materials; Learning Activities; *Memory; Money Management; Nutrition Instruction; *Older Adults; Retirement
IDENTIFIERS- 353 Project

This document consists of a final report and curriculum materials from a project that designed a set of curriculum packages to meet the needs and interests of senior citizens. The curriculum presented topics that were critical to the daily lives of older

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adolescents; Aspiration; Body Image; Children; *Classroom Techniques; Counselors; Elementary Secondary Education; Identification (Psychology); Learning Strategies; Life Satisfaction; Morale; *Reinforcement; *Self Actualization; *Self Concept; Self Esteem; *Teacher Influence; *Teaching Methods

This book offers teachers and group leaders over 100 activities, cartoons, and quotations to enhance children's self-concept. The activities are divided into seven section: (1) Getting Started; (2) My Strengths; (3) Who Am I?; (4) Accepting My Body; (5) Where Am I Going?; (6) The Language of Self; and (7) Relationships with Others. Part one offers ideas on developing an environment of trust and support so that students will feel safe exploring themselves and interacting with each other. So that students can begin to take risks and grow, parts two, three, and four help children to develop a sense of place and to identify their strengths. Section five assists children in deciding where they want to go, what they want to accomplish, and who they want to become, while in part six youngsters learn how to stop using language that will prevent them from reaching their goals. The last section shows student how to relate all of their emerging selves to others. Included are suggestions for adapting activities to fit today's culturally diverse classrooms, as well as introductory explanations and suggestions for when, where, and how to use the activities. An annotated bibliography, broken down by subject matter, appears at the end. (RJM)

ED 376 384   CG 025 734

Goldman, Brent

The Implementation of an Academic Advising Program To Prepare the High School Student Athlete for College.

PUB DATE- Feb 94

NOTE- 67p.; Master's Practicum, Nova Southeastern University. Appendix B contains broken print and will not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Achievement Gains; Adolescents; *Athletes; College Entrance Examinations; *College Preparation; Course Selection (Students); *Educational Counseling; Grades (Scholastic); Higher Education; High Schools; *High School Students; *Study Skills

This program was developed and implemented to help prepare the members of a high school football team for the academic expectations of college admission. The program had three goals: (1) to insure that student athletes took proper college preparatory classes during high school; (2) to provide evaluation and tutoring for the students; and (3) to insure that student athletes were prepared for the SAT. First, an appropriate academic program for each member of the team was created, through a series of small group and one-on-one meetings between the student athletes and the school counselor, with NCAA (National Collegiate Athletic Association) admissions criteria used as the foundation. Second, an early morning study hall was implemented for all athletes with a grade point average below 2.5, with a teacher and students present to provide tutoring with the goal of raising the average GPA to 2.5; the goal was surpassed with a team average GPA of 2.8. Third, junior and senior athletes attended a 9-week SAT preparatory class. Fourth, the students' academic progress was most efficient method for academic success in certain courses. Contains 8 references. (RJM)

ED 376 403　　　　CG 025 809

Bradshaw, Martha E.; Evers-Lush, Mary Jean
Awareness, Comprehension, and Use of Credit Cards by Southern Region College Students.
PUB DATE- Nov 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgeting; *College Students; *Credit (Finance); *Financial Problems; Higher Education; Interest (Finance); *Money Management; *Student Behavior; Student Responsibility; Young Adults
IDENTIFIERS- *Credit Cards; United States (Border States); United States (Deep South); United States (South Central)

Although cash purchases seem to be waning in popularity, few researchers have investigated credit card literacy. This study examines college students' use and knowledge of credit cards. Researchers designed a questionnaire with 24 items and asked business professors in the southern region of the United States to administer the instrument to students in the professors' classes. The results of the 495 responses received are presented in 3 categories: (1) credit card use; (2) credit card knowledge; and (3) demographic information. The findings indicate that although most students consider themselves credit-card wise, they are willing to pay the high interest rates charged by credit-card companies. Few students defaulted on their card payments, but over 65 percent of them paid less than half of their outstanding balance each month. Some of the recommendations made include the offering of credit classes in high schools and colleges, financial counseling for students, and further research to determine how many college students experience financial difficulties due to credit overextension. Eight tables contain statistical summaries and a copy of the questionnaire appears in an appendix. (RJM)

ED 376 404　　　　CG 025 810

Kirschner, Sam; Kirschner, Diana
The Incest Survivor Syndrome: Implications for Assessment and Treatment.
PUB DATE- 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Abuse; Cognitive Development; Coping; *Emotional Disturbances; *Incest; Interpersonal Relationship; *Mental Health; Outcomes of Treatment; Parent Child Relationship; Personality Problems; Psychotherapy; *Sexual Abuse; Sexuality; Therapy; *Victims of Crime
IDENTIFIERS- *Posttraumatic Stress Disorder; Survivors

The past decade has witnessed a growing awareness of the

(150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Artificial Intelligence; Cognitive Processes; *Cognitive Psychology; Computers; *Computer Simulation; *Counseling; *Counselors; Epistemology; Heuristics; Learning Processes; Logical Thinking; Simulated Environment; *Simulation

With the exception of a few key writers, counselors largely ignore the benefits that Artificial Intelligence (AI) and Cognitive Psychology (CP) can bring to counseling. It is demonstrated that AI and CP can be integrated into the counseling literature. How AI and CP can offer new perspectives on information processing, cognition, and helping is focused upon. Some of the various computer simulations developed by the authors along with those programs available from software publishers, are reviewed. Such programs can provide a potent means of simulating various counseling related systems. Besides providing insights into clinical practice, such simulations can offer training and supervision experiences into CP studies of systems theory, emergent properties, and emotions. The rapid evolvement of AI and CP in the last few years means that the only major barrier to opening these fields to counseling applications is ignorance of their applicability and their availability. These technologies allow counselors to experience more empirical thought experimenting environments so that therapists can test these simulations against the real world of counseling. While these technologies will never replace more traditional research paradigms, they can become an invaluable adjunctive teaching and research tool for counseling professionals. (Contains 38 references.) (RJM)

ED 376 424 CG 025 848

Kids, Schools, & Health--Where Do We Stand? Results of the New Mexico 1991 Youth Risk Behavior and 1992 School Health Surveys.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- Oct 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; At Risk Persons; *Child Health; Childhood Attitudes; Children; Drinking; Elementary Secondary Education; *Health; *Health Education; Health Programs; *Health Promotion; Problem Children; School Role; Smoking; *Student Behavior; Youth
IDENTIFIERS- *Comprehensive School Health Education; Comprehensive School Health Programs; *New Mexico

This report describes the results of two statewide surveys: (1) The 1991 Youth Risk Behavior Survey; and (2) The 1992 New Mexico School Health Education Survey. These findings are intended to be used by educators across New Mexico to help focus the development of effective school-based comprehensive health education programs. Childrens' health problems arise from a few preventable behaviors, such as drinking and driving and unprotected sexual intercourse. Tobacco use, excessive consumption of fats, and insufficient physical activity are known to lead to diseases which do not manifest themselves until adulthood, but originate from habits formed during adolescence. Effective educational programs are needed to reduce these priority health risk behaviors. Schools provide the best avenue for such programs. The results presented in this report can be used to identify adolescent needs, aid in developing curricula to meet those needs, and design effective

Anderson, Richard C.
The Future of Reading Research. Technical Report No. 600.
PUB DATE- Nov 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Critical Reading; Critical Thinking; Educational Change; Elementary Education; Literature Reviews; *Phonics; *Reading Instruction; *Reading Research; Research Methodology; *Research Needs; Teacher Education; *Whole Language Approach; Writing Instruction
IDENTIFIERS- Educational Issues; Knowledge Acquisition

Providing a context for discussion rather than an insider's point of view, this report discusses the current state of reading research. The report reviews differing visions of educational reform of reading instruction espoused by supporters of phonics and by supporters of the whole language approach. The report then proposes four criteria for use in selecting future research projects--attack the most important problems, attack problems whose solutions will lead to the greatest advance in knowledge, attack problems the field can solve, and attack problems whose solutions can be implemented readily. The report concludes with a discussion of five areas for future research: (1) the nature of reading; (2) learning to read and write; (3) the acquisition of knowledge; (4) critical reading and thinking; and (5) the education of reading teachers. (RS)

ED 376 444 CS 011 886

Diamond, Barbara J.; Moore, Margaret A.
Multicultural Literacy: Mirroring the Reality of the Classroom.
PUB DATE- 95
NOTE- 398p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Classroom Environment; *Cultural Awareness; Educational Technology; Elementary Education; Junior High Schools; *Literacy; Middle Schools; *Multicultural Education; Parent Participation; *Program Implementation; Reading Material Selection; Staff Development; Thematic Approach; Theory Practice Relationship; Writing Assignments
IDENTIFIERS- *Educational Issues; *Multicultural Materials

Reflecting four years of work with teachers and students in culturally and linguistically diverse classroom settings, this book discusses theoretical and practical issues surrounding the development of literacy in multicultural K-8 classrooms. Emerging from a longitudinal study implemented in three school districts, the book integrates the research and experience with the multicultural literacy program and its effect on learning. The book includes specific teaching strategies, vignettes that demonstrate how to implement the strategies, samples of students' work, comments and quotations from teachers and students, questions teachers frequently ask, and reviews and summaries that help readers follow the text. Chapters in the book are: (1) Multicultural Literacy for Today's Schools; (2) Sociocultural Issues in Multicultural Literacy; (3) Evaluating and Selecting Multicultural Literature for Children; (4) Creating Meaning through Reading Experiences with Multicultural Literature; (5) Generating Meaning through Writing Experiences with Multicultural Literature; (6) Using a Thematic Approach to monologue; a history of holistic assessment in Webster Groves School District; a 51-item list of recommended student literature; and team member biographies. (RS)

ED 376 464 CS 214 580

Varnum, Robin
The Need for a Cultural History of Composition: Reflections on an Amherst Study.
PUB DATE- 17 Mar 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Curriculum Design; *Educational History; *Freshman Composition; Higher Education; Writing Research
IDENTIFIERS- *Amherst College MA; Cultural Studies; Historical Background

Much existing historiography is either based too exclusively on the evidence of old textbooks or concerned too narrowly with theory or the epistemological assumptions underlying theory. Those who study the history of composition in this century need both to consult such new sources of information as course materials, student papers, and oral histories and to consider a broadened range of social and cultural factors that may have affected the teaching of writing. A study of a freshman writing course at Amherst College from 1938 to 1966 reveals the development of a remarkable course ("English 1 and English 2") that flourished at a time when the teaching of writing is supposed to have been all but stagnant. No textbook was used in the two semester, mandatory, boot-camp-type course. Relying solely on their own resources, Theodore Baird and his colleagues developed a sequence of questions requiring writing assignments at the rate of one each class period for a total of 33 assignments each fall and 22 each spring. Sequences were never duplicated; a new one was devised each semester. According to one informant, the point of this course was to encourage students to recognize that "control of the world and of themselves depends on mastery of language," which is not a surprising theme for a course during this nation's greatest economic and political power. (Contains a sample of 1946's writing assignments, four notes and nine references.) (TB)

ED 376 465 CS 214 585

Uchmanowicz, Pauline
Techno Rhetoric: Text Production in a Collaborative Process.
PUB DATE- Mar 94
NOTE- 11p.; Paper presented at the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; *Educational History; Exchange Programs; Higher Education; *Intellectual Disciplines; Narration; *Rhetorical Theory; *Writing Instruction
IDENTIFIERS- *Collaborative Writing; *Composition Theory;

are doing, suggesting that individual criteria may be the next logical step in the computer classroom evolution. (Contains four figures of data.) (RS)

ED 376 483 CS 214 609

Bank, Stanley
Into the Mainstream without Drowning.
PUB DATE- 18 Nov 94
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (84th, Orlando, FL, November 16-21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; English Departments; Higher Education; High Schools; High School Seniors; *Literature Appreciation; Minority Groups; Multicultural Education; *Reading Attitudes; *Student Attitudes
IDENTIFIERS- City University of New York Lehman College; *Literary Canon

New fields of English study are developing their own canons, their own majors, and their own departments: Black studies, Caribbean studies, women's studies. Yes, all scholars in English read Shakespeare, Emily Dickinson, Zora Neale Hurston, and Derek Walcott, but do they read them alike? Are the places of these works in the literary tradition the same for all readers? Indeed, Hurston has a place in three canons, American, African-American, and Feminist. What these developments suggest is that scholars will need more breadth in their understanding of "the" literary canon. However, a course taught at CUNY/Lehman College to minority high school seniors raises issues that put this problem of a literary canon on hold. The course was supposed to give the students practice in independent reading of full-length literary texts; to give them experience of reading some of the works their college classmates had read (or were supposed to have read). Issues of what texts to include in this course and which ones not to became moot, however, because the students seemed to have no appreciation of literature as art, as a way of knowing the world, as a mirror, not held up to nature only but to oneself also. Even at the end of the course, most of the students saw literature as a bunch of books and plays they were supposed to know about for reasons beyond their comprehension. (TB)

ED 376 484 CS 214 610

Idaho Humanities Content Guide and Framework.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Curriculum Development; High Schools; *Humanities; *Humanities Instruction; State Curriculum Guides
IDENTIFIERS- Curriculum Emphases; *Idaho; *Performance Based Evaluation

The humanities framework presented in this paper is not intended to be a state prescribed curriculum, course syllabus, or study guide. Instead, the framework discussed in the paper is a reading selection with skepticism or regard it as fiction. Pustule No. 2 is that an individual's assumptions and prejudice interfere with perception, and even with reading comprehension. Pustule No. 3 is that each person perceives, evaluates, and judges other cultures through the filter of his or her own culture. The solutions to these problems requires that instructors carefully evaluate the texts they are using. They should strive to help their students realize that while cultures are different, they are all equal, and no one culture is better than another. In addition, they must use outside resources, such as atlases, films, videos, photographs, photographic essays, and cultural studies, to provide context. (Contains 12 references.) (TB)

ED 376 503 CS 214 632

Seda, Ileana; Mamana, Lisa A.
A Collaborative Action Research Project on Assessment and the Implications for the Pre-Service Participant.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Central Intermediate Unit No. 10.; Pennsylvania State System of Higher Education, Harrisburg. Pennsylvania Academy for the Profession of Teaching.
PUB DATE- 94
NOTE- 50p.; Project also funded by a Spencer Fellowship from the National Academy of Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Classroom Research; *College School Cooperation; Elementary Education; *Evaluation Methods; Higher Education; Holistic Approach; *Language Arts; *Preservice Teacher Education; *Student Evaluation
IDENTIFIERS- Collaborative Research; Pennsylvania State University

A study focused on a university-school collaborative research project on language assessment in the classroom context and the benefits of preservice teacher participation. Personnel from the Pennsylvania State University (including 20 preservice teacher education students), intermediate unit (Pennsylvania's regional service centers), and four classroom teachers developed a cooperation that led to changes in assessment, especially regarding portfolio implementation. A preservice participant became an integral part of the project; she performed theoretical research and recorded meetings and conferences. However, her involvement grew to include classroom visitations allowing her to develop working relationships with classroom teachers who were, in essence, classroom researchers. Once she became a classroom teacher, she realized the experiences of the project naturally became a part of her personal instructional and researching practices. The project was a success as a collaborative effort and the collaboration enabled the participants to coordinate a sustainable approach to assessment in classrooms working in or towards a holistic approach to language instruction. (Contains 17 references.) (RS)

ED 376 504 CS 214 633

Roberts, David H., Ed.; Swoger, Peggy A., Ed.
Building a Community of Writers for the 21st Century: A Compilation of the Teaching Demonstrations, Personal and Professional Writings, and Daily Activities of the Samford University Writing Project (July 8-August 8, 1991). Impact '91.
PUB DATE- 91
NOTE- 174p.; For Impact '92, see CS 214 634; for Impact '94, see

group. (Contains 45 references and 2 tables of data.) (RS)

ED 376 523 CS 508 734

Rubinstein, Geoffrey
Media Theory: A Framework for Interdisciplinary Conversations.
PUB DATE- Aug 94
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication (Thought Transfer); Futures (of Society); Higher Education; *Intellectual Disciplines; *Interdisciplinary Approach; *Mass Media; *Media Research; Models; Technological Advancement; Theory Practice Relationship
IDENTIFIERS- Cultural Studies; Interdisciplinary Cooperation

As the field of media studies progresses it moves with increasing fluency and fluidity among the disciplines, and the patterns of relationship that adhere in these dynamics hint at what the disciplines have to say to each other in general. For media studies to exercise a significant impulse toward holism and interdisciplinary synthesis, a model is needed that underscores these patterns of relationship, processes, and interactions--these sites of interdisciplinary communication. Various paradigms, including those of Lasswell, Burke, Rowland, and Simon Jones, along with the Birmingham and Frankfurt Schools and postmodern aesthetics offer guides in investigating how the design of the information superhighway might impact a particular culture's trends or patterns of social relations. Will an electronic media underclass (those without on-line access) emerge? And what will be the relations between this underclass and other members of society, those characterized as experimenting with virtual intimacy and with fluency in new media vocabularies? The theoretical approach to the problem should involve moving back and forth between patterns of human thought within a changing symbolic environment and patterns of media access: semiotics and diffusion theory. Media studies is fundamentally the study of communication--it is intertwined with and inseparable from the processes of human communication that require no hard technologies and that are the focus of those studying rhetoric, interpersonal communication, and the like. Media scholars might repay their debt to other disciplines by offering some updated perspectives on how the various humanities and social sciences can better communicate with each other. (Contains 11 figures and 25 references.) (NKA)

ED 376 524 CS 508 735

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, Georgia, August 10-13, 1994). Part I: Media History.
PUB DATE- Aug 94
NOTE- 745p.; For other sections of these proceedings, see CS 508 736-744. For 1993 proceedings, see ED 362 913-925 and ED 366 041.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- American Indians; Civil Rights; *Foreign Countries; Freedom of Speech; *Journalism; *Journalism History;

Mandeville, Mary Y.; And Others
Using a Unique Cognitive Approach--A Variation of the Stroop Test--in the Identification and the Measurement of Public Speaking Anxiety.
PUB DATE- Nov 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; Communication Research; *Evaluation Methods; Higher Education; Introductory Courses; *Public Speaking; *Screening Tests; Student Needs
IDENTIFIERS- Stroop Color Word Test

A study explored the possibility for the use of a modification of the Stroop test (a cognitive instrument that relies on the production of spontaneous responses) as a selection screening instrument in programs for students with public speaking anxiety. Subjects, 44 students in the special public speaking anxiety sections and 63 students enrolled in standard sections of speech communication, were individually administered the Stroop test. Participants were also given a large battery of paper/pencil instruments as pre- and post-tests. Results indicated that the test was able to differentiate between the students in the special sections of the basic speech communication course for students with public speaking anxiety and students in the standard sections. Findings suggest that the Stroop test could be used as a screening tool for cognitive measurement of public speaking anxiety. (Contains 17 references and 1 figure of data.) (RS)

ED 376 541 CS 508 752

Mandeville, Mary Y.
Using Experiential Learning To Teach Group Communication Interaction.
PUB DATE- Nov 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Class Activities; Communication Research; Decision Making; Educational Games; Experiential Learning; *Group Behavior; *Group Dynamics; Higher Education; Instructional Effectiveness; *Interpersonal Communication
IDENTIFIERS- Communication Behavior

A study examined the effectiveness of an experiential learning exercise in a speech communication classroom setting. Participants were 62 students in communication classrooms in a large southwestern university. The exercise, entitled "The Ace, Incorporated Hanging Tray Company Exercise" was done as a group communication exercise preceding a regularly assigned group project and involved the manufacture of a simple product using paper as the base material. Students completed two surveys and answered three questions following the exercise. As a result of the exercise, students learned the extent to which group decisions are effective in reaching goals. Students also learned about the major strengths and weaknesses which are involved and how communication in groups can facilitate and, if achievement is presented. Five tables are included. Contains 39 references. (LMI)

ED 376 560 EA 026 248

Klesse, Edward J.
The Third Curriculum II. Student Activities.
PUB DATE- 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; After School Programs; Curriculum; *Extracurricular Activities; High Schools; *School Activities; Socialization; *Student Development; Student Interests; *Student Participation

Schools serve as agents of socialization, that help adolescents to become self-governing adults. In addition to the school's academic program, cocurricular activities function as mechanisms for attaining necessary goals of student development, such as self-esteem, interpersonal skills, and leadership. This document presents the rationale for including cocurricular activities in a school curriculum and reviews research on the impact of such programs on student academic success. Information is provided on their role in student development, the characteristics of participating and nonparticipating students, effects on students beyond graduation from high school, students' reasons for participation, the various types of activities, the roles of administrators and parents, and costs. In summary, participation in cocurricular activities relates to a number of desirable characteristics, including self-esteem, educational aspirations, feelings of control, and lower levels of alienation. One clear need is for research that systematically examines the relationships of participation in different types of activities. Participants who devoted about seven and one-half hours per week (the average amount of time spent in cocurricular activities) fared well academically, spent more time on homework, and expected to go further in school. Contains 69 references. (LMI)

ED 376 561 EA 026 249

Sandler, Linda; Vandegrift, Judith A.
Students Serving Arizona. 1994 "Serve-America" Evaluation Report.
PUB DATE- Sep 94
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; Elementary Secondary Education; *High Risk Students; Program Effectiveness; School Community Relationship; Social Action; *State Programs; Student Participation; *Student Projects; *Student Volunteers
IDENTIFIERS- *Arizona

Arizona's Serve-America program, administered by the Arizona Department of Education (ADE), began in fiscal year 1992-93 under the auspices of the National and Community Service Act of 1990. Serve-America links community service projects with schools and youths in grades K-12. This second annual report documents the second year of project implementation and updates the policy context in which programs are operating. It focuses on 15 sites--including both schools and community-based

Hall, Valerie
Making It Happen: A Study of Women Headteachers of Primary and Secondary Schools in England and Wales.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; *Educational Administration; Elementary Secondary Education; Ethnography; *Feminism; Foreign Countries; *Leadership; *Leadership Styles; Sex Stereotypes; *Women Administrators
IDENTIFIERS- *Head Teachers; *United Kingdom

This paper presents findings of a study that examined how six women headteachers worked as school leaders. Specifically, it looked at how they conducted different management tasks, how they interpreted their behavior and values, and how their childhood experiences influenced their current career behaviors. Data were derived from observation, joint inquiry, structured conversations, and life-history interviews. Results show that the women headteachers did not experience a conflict between their preferred leadership style (collaborative and consultative) and a more managerial style. Nor did they perceive educational administration as masculine. They expressed ambivalence about power; they enjoyed using it to make things happen, but feared its potential for abuse. A conclusion is that an understanding of the behaviors of headteachers must include an analysis of their socialization, family, and educational experiences; role models; and personal/family commitments. The findings demonstrate that women, as a result of their experiences as women once they reached headship, exhibited behaviors (i.e., reaction to stresses) commonly associated with both men and women and not as a result of polarization of work and domestic roles. One figure depicting the analytic framework is included. Contains 43 references. (LMI)

ED 376 581 EA 026 283

McClain, Pam; Wahlquist, Jeff
Creating a School Violence Committee. The WEA Local Leader's Handbook.
PUB DATE- Apr 94
NOTE- 26p.; Appendix G contains filled print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Advisory Committees; Citizen Participation; Community Action; Community Involvement; Community Planning; Elementary Secondary Education; *School Safety; *State Legislation; *Violence
IDENTIFIERS- *Washington

This handbook presents guidelines and the rationale for creating a school violence committee. The committee is composed of Washington Education Association (WEA) members and addresses issues related to school safety. The committee defines the problem, sets goals for reaching solutions, and implements an action plan. Members may also review contract language related

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Career Development; Educational Administration; Elementary Secondary Education; Employment Opportunities; *Females; *Occupational Aspiration; *Principals; *Women Administrators

A large discrepancy exits between the number of women obtaining certificates in educational administration and the number of women actually employed as school administrators. This paper presents findings of a study that examined career choices made by women with credentials in educational administration and their motives for those choices. Questionnaires were mailed to 480 women nationwide with principalship certification. The respondents were divided into four subgroups: (1) current principals; (2) former principals; (3) those women seeking to become employed as principals; and (4) those who never sought the position. The women's personality characteristics were compared using selected scales from the California Psychological Inventory. Findings indicate that women have actively chosen to seek--or not to seek--principalships, rather than reacting solely to structural barriers. Although the women in each group were aware of such obstacles, they did not perceive the barriers as insurmountable. They encouraged an action-oriented, self-initiated approach to seeking leadership positions in educational administration. Most of the women reported that they filled several roles at once and led careers characterized by upward movement through several positions. One figure is included. (LMI)

ED 376 602 EA 026 318

Mills, Edward
Sizer and Goodlad: Implications for Higher Education Administrative Programs.
PUB DATE- Aug 94
NOTE- 15p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (48th, Indian Wells, CA, August 9-13, 1994). Some pages contain light, broken type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Educational Administration; *Educational Change; Educational Cooperation; *Educational Philosophy; Elementary Secondary Education; *Graduate Study; Higher Education; Holistic Approach; Partnerships in Education; School Restructuring
IDENTIFIERS- Goodlad (John I); Sizer (Theodore R)

The history of reform movements in education has culminated in the current work of Theodore Sizer and John Goodlad. This paper discusses and describes the application of Sizer's and Goodlad's research to educational administration programs at the university level. The commonalities between each researcher's perspective, as applied to school reform, can be integrated into a holistic approach to better prepare future school leaders. The paper describes a pilot educational administration program at South Dakota State University that has combined the perspectives of Sizer and Goodlad with practitioners' experience in order to reform elementary-secondary education. The program uses student portfolios and oral examinations (recommended by Sizer) and advocates closer sessions but, rather, more traditional meetings in which professionals present information according to discipline expertise. Meetings appeared to be a vehicle for building trust and familiarity. Some discrepancy between meeting focus and IEP contents was also found. Tables detail study results. (Contains 28 references.) (DB)

ED 376 622 EC 303 448

Haymes, Linda K.; And Others
Assessing the Transition and Adjustment of Preschoolers with Special Needs to an Integrated Program. KECRI Working Paper.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Behavior Patterns; Behavior Problems; Case Studies; *Developmental Disabilities; Emotional Adjustment; Mainstreaming; Preschool Children; Preschool Education; Social Integration; *Student Adjustment; Transitional Programs

Classroom observations were conducted with five children, identified as at risk for developmental delay, throughout their first year of preschool, to identify their patterns of adjustment to an integrated preschool program. A video assessment of each child was conducted prior to program entry to help teachers plan a successful transition. Individual children were then observed between 20 and 47 times during the year. During their first weeks in the school the children demonstrated high rates of unoccupied behavior, crying, and pacifier use. Four of the children initially received high rates of teacher attention which gradually declined over time. One child continued to require much teacher attention. Teachers used a variety of strategies to assist the children in adjusting to the class including encouraging cooperative play, allowing a parent or sibling to remain with the child for part of the day, shortening the child's initial days, providing small play groups, and allowing the child to bring a favorite toy from home. Case studies of the five children are provided. Three tables and five figures detail study findings. (Contains 13 references.) (DB)

ED 376 623 EC 303 449

Hearing on the Reauthorization of the Individuals with Disabilities Education Act (IDEA). Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, Second Session.
PUB DATE- 17 Mar 94
NOTE- 87p.; Serial No. 103-78. Parts of the document contain small print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; Hearings; Opinions; Organizations (Groups); *Parent Attitudes; *Parent Participation; *Parent Role
IDENTIFIERS- Congress 103rd; *Individuals with Disabilities Education Act; Reauthorization Legislation

heavy emphasis in programs for deaf students on English text-based literacy skills and suggests such an emphasis may be detrimental to the development of literate thought in many deaf individuals. Contains 28 references. (Author/DB)

ED 376 641 EC 303 468

Rice, Mabel L.; O'Brien, Marion
Kansas Early Childhood Research Institute on Transitions. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 93
NOTE- 466p.; For the separately-published 31-page executive summary, see EC 303 469.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjustment (to Environment); *Developmental Disabilities; *Disabilities; *Early Childhood Education; *Early Intervention; Elementary School Students; Family Programs; Infants; Interdisciplinary Approach; Preschool Children; Preschool Education; Primary Education; *Regular and Special Education Relationship; Research Projects; Toddlers; *Transitional Programs
IDENTIFIERS- *Kansas Early Childhood Research Institute

This final report describes research projects and other activities of the Kansas Early Childhood Research Institute (KECRI), a multi-investigator, cross-disciplinary Institute focusing on successful transitions for young (birth to age 8) children with disabilities or developmental delays. Interventions were developed, evaluated, and disseminated which focused on helping professionals from a variety of disciplines, family members, and children. Eleven individual research projects focused on issues concerning transition in infancy (hospital to home and infant services), the preschool years (home to preschool and specialized to integrated services and classrooms), and the primary grades (entry to public schools). An overarching longitudinal study is continuing. Dissemination of KECRI work has been by more than 200 published articles and almost 300 conference presentations. In this report, preliminary sections present an introduction and describe the Institute's mission, objectives, activities and administrative organization. Research project reports of five major projects are then presented and comprise the bulk of the report. Sections following the project reports include a product list and information on dissemination, training, personnel, and the Institute's impact. Individual project reports contain references. (DB)

ED 376 642 EC 303 469

Rice, Mabel L.; O'Brien, Marion
Kansas Early Childhood Research Institute on Transitions: Executive Summary.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 93
NOTE- 33p.; For the full 466-page final report, see EC 303 468.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

*Compliance (Legal); *Court Litigation; Educational Legislation; Elementary Secondary Education; *Equal Education; *Federal Legislation; *Higher Education; *Special Needs Students; Trend Analysis

This paper reviews the past 30 years of federal legislation and case law regarding services for postsecondary students with special needs. It focuses upon the interpretation of law, implementation of regulations, and academic standards surrounding the fulfillment of both the letter and spirit of the law. The first section discusses early special education law or litigation, including the Elementary and Secondary Education Act (1965), the 1972 case of Pennsylvania Association for the Retarded versus Commonwealth of Pennsylvania, the 1972 case of Mills versus Board of Education of the District of Columbia, and Public Law 94-142 (the Education for All Handicapped Children Act) in 1975, now reauthorized as the Individuals with Disabilities Education Act. The second section reviews federal special education legislation impacting institutions of higher education, specifically Public Law 93-112 (the Rehabilitation Act of 1973), regulations for Section 504 of this Act, the 1979 case of Southeastern Community College versus Davis (which established the concept of acceptable exclusion), the 1974 Family Educational Rights and Privacy Act (the Buckley Amendment), the Education Amendments of 1983 and 1986, and the 1990 Americans with Disabilities Act. Major requirements of these laws for institutions of postsecondary education and the individual professor are summarized. It is stressed that reasonable accommodation to "otherwise qualified" students should not mean lowered standards or unfair advantages for these students. (Contains 19 references.) (DB)

ED 376 660 EC 303 490

Demerath, Peter W.
Relationships between Mainstreamed Special Needs Students and Their Peers in an Urban Middle School: A Case Study.
PUB DATE- Apr 94
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Case Studies; *Inclusive Schools; Intermediate Grades; Interpersonal Relationship; Junior High Schools; Junior High School Students; *Language Impairments; Learning Disabilities; Limited English Speaking; Middle Schools; Minority Groups; Peer Acceptance; *Peer Relationship; Qualitative Research; Sex Differences; *Social Integration; Social Structure; *Special Needs Students; Urban Education
IDENTIFIERS- Massachusetts

This paper reports qualitative and quantitative data obtained about relationships between 27 students with special language needs or learning disabilities and their nondisabled peers (N=99) in four integrated eighth grade classes of an urban middle school in Massachusetts. The study involved approximately 120 hours of in-school observation over a 7-month period; structured and informal interviews with students, teachers, and school administrators; and a student-generated typology of the peer system. Primary findings included: (1) the students with language/learning disabilities were perceived

IDENTIFIERS- *Alabama

This proceedings document provides the texts of 23 presentations given at a conference in 1994 which focused on policies, materials, programs, and activities being implemented in Alabama to foster the successful transition of youth with disabilities to adult life. An initial paper compares the definition of transition developed by Andrew Halpern and adopted by the Council for Exceptional Children's Division of Career Development and Transition with the definition contained in the Individuals with Disabilities Education Act. The following papers are then presented: (1) "Decatur's Community Transition Team in the Making" (Emily Amberson); (2) "Anniston's School to Work Transition Program" (Keith Dear et al.); (3) "Calhoun Community College's Project GATE" (Virginia H. Smith); (4) "Mobile's Transition Advisory Committee" (Ann Hilderbrand); (5) "UAB's Independent Living Skills for Transition" (Cynthia W. Jackson and Kathryn Purvis); (6) "Alabama's IEP LCCE" (Mabrey Whetstone); (7) "Transition Services and Opportunities in Your Alabama Community" (Beverly Lavender et al.); (8) "Mobile's Joint IEP/ITP Meetings" (Ann Hilderbrand); (9) "U of A's Self-Advocacy for Students with Learning Disabilities" (Rhett Brandt); (10) "Mobile's Vocational Rehabilitation Services in Transition" (Ann Hilderbrand); (11) "A 'Group Action Planning' Cookbook for Families, Friends, and Professionals" (Ann P. Turnbull and Rutherford Turnbull, III); (12) "Group Action Planning as a Strategy of Moving from Old to New Horizons in Transitional Planning" (Ann P. Turnbull and Rutherford Turnbull, III); (13) "Inclusion: One Parent's Story" (Susan Statum); (14) "Problem Assessment of Family Involvement in Transition" (Rebecca Curtis et al.); (15) "Parent Involvement in Transition: A Multicultural Perspective" (Katherine Winchester and Phyllis Williams); (16) "Embracing Families in the Transition Planning Process: Perceptions and Expectations" (Vivian Larkin and Jackie Echols); (17) "Lessons Learned along the Bumpy Way" (Mike McClanahan); (18) "Rural-Based Programs for Transition from School to Adult Life" (Thomas Sherburne et al.); (19) "Social Skills: Transitioning Students with Mild Learning Handicaps" (Virginia Chance); (20) "Transition of Individuals Who are Deaf or Hard of Hearing: A Literature Profile" (Linda Shumaker); (21) "Auburn's Master's Program in Special Education with an Emphasis in Secondary Education and Transition" (Caroline Dunn); (22) "Auburn's Undergraduate Rehabilitation Program with an Emphasis in Job Coaching" (Clarence Brown); and (23) "Distance Education in Transition: Another Auburn Training Strategy" (Philip Browning et al.). An annotated bibliography of 39 items on families in transition is provided. A list of conference participants and a cumulative index to the four conferences completes the proceedings. (DB)

ED 376 681 EC 303 511

Brown, Clarence; And Others
Secondary Special Education Programs in Alabama: A Statewide Examination.
PUB DATE- 92
NOTE- 106p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Agency Cooperation; *Disabilities; Educational Methods; *Educational Practices; Education Work Relationship; Employment Opportunities; Independent Living; *Needs Assessment; Program Improvement;

ED 376 700 FL 022 543

Fischer, Ruth Overman
Teaching Writing in the ESL/EFL Classroom: An Annotated Bibliography.
PUB DATE- Oct 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Classroom Techniques; *English (Second Language); Higher Education; Linguistic Theory; *Second Language Instruction; Second Language Learning; Teaching Methods; *Writing (Composition); Writing Attitudes; *Writing Instruction; Writing Processes; *Writing Research; Writing Skills

This annotated bibliography contains 32 citations of journal articles, book chapters, and books that focus on the teaching of writing in English-as-a-Second-Language (ESL) and English-as-a-Foreign-Language (EFL) classrooms. (MDM)

ED 376 701 FL 022 546

Rubin, Joan; And Others
Components of a Teacher Education Curriculum for Learner Strategies.
PUB DATE- Mar 94
NOTE- 22p.; Transcript of a colloquium held at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Strategies; Elementary Secondary Education; Higher Education; *Learning Strategies; *Second Language Instruction; *Teacher Attitudes; *Teacher Education; *Teacher Education Curriculum; Teacher Educators; *Teaching Methods

This paper focuses on how to incorporate learner strategy instruction as part of regular teacher training courses, both preservice and inservice. Panelists Andrew Cohen, Carol Hosenfeld, Anna Chamot, Rebecca Oxford, Joan Rubin, Rhoda Curtis, and Anita Wenden addresses questions from the audience on a variety of topics related to teacher education and learner strategies. The questions include: (1) how do you educate teacher trainers to perceive their needs to include teaching strategies; (2) what teaching philosophy best fits learning strategy instruction; (3) how do you decide what it is that teachers need to know about learner strategies; (4) how do we assess or evaluate whether teachers are effectively teaching learner strategies; (5) what are the characteristics of good strategy instruction; (6) how do you get secondary content-area teachers to take the time to teach learning strategies; (7) what obstacles do teachers face in incorporating learner strategies into their language curricula; (8) what would be the best way to introduce the concept of learner strategies; (9) what teaching strategies are appropriate for learner strategy instruction; and (10) how much time should teacher training take. (Contains 26 references.) (MDM)

ED 376 702 FL 022 547

recording of the same title (not included here), to help teachers integrate language learning and academic mastery in math and science. The video was created for a teacher training program for schools with high proportions of ethnic- and linguistic-minority students, but has been effective with native-English-speaking students who have difficulty with the specialized languages of math and science. It is consistent with guidelines of major math and science teaching associations. The video illustrates ways in which language, math, and science teachers can promote classroom discourse characterized by inquiry, problem-solving, clarification and justification of ideas, and teacher-student interaction. It uses a documentary approach, with examples from elementary, middle, and high schools nationwide. The guide describes the videotape and provides suggestions for pre- and post-viewing discussions. Post-viewing discussions are based on specific ideas presented in the video, focusing on: (1) linguistic and cultural factors in math and science education, (2) techniques for increasing classroom communication, and (3) need for interdisciplinary cooperation. A list of related contacts and a brief bibliography are appended. (MSE)

ED 376 721 FL 022 588

Rueda, Robert; Garcia, Erminda
Teachers' Beliefs about Reading Assessment with Latino Language Minority Students. Research Report: 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *Bilingual Teachers; Comparative Analysis; Elementary Education; Grade 3; Grade 4; Interviews; Minority Groups; *Reading Tests; *Spanish Speaking; *Special Education Teachers; Surveys; *Teacher Attitudes; Teacher Qualifications; Testing; Theory Practice Relationship
IDENTIFIERS- Hispanic American Students; *Language Minorities; *Latinos

A study investigated the attitudes and beliefs of three groups of third- and fourth-grade classroom teachers (special education pull-out, bilingual credentialed, and bilingual waivered, n=18 per group) concerning the reading assessment of Latino language minority students. Data were gathered from semi-structured interviews, a written questionnaire, classroom observation, and analysis of documents and classroom products related to assessment. Results show, in general, a discrepancy between the beliefs of these teachers and those underlying many of the new educational initiatives in assessment and instruction. In addition, clear differences between the groups were found, with the special education teachers' attitudes most removed from these pedagogical developments. Variance in teacher beliefs and practices occurred both within groups and within individuals, with few cases in which beliefs and practices were entirely consistent. These findings imply that educational reform will require not only a change in practices, but also adoption of a fundamentally different paradigmatic belief system. Contains 83 references. (MSE)

ED 376 722 FL 022 590

A Guide to Resettlement in the United States. For Refugees from of teen parents show high unemployment and sporadic history for both sides. Given the educational, social, economic, and employment histories common among teenaged parents, career development is a priority for helping this group make the transition from adolescence to economic independence. A number of psychosocial factors have been identified as affecting the education and training of teen parents. Development of life skills has been suggested to help teen parents overcome the ramifications of their disadvantaged backgrounds. Several projects have been initiated to help teenaged parents in their transition to adulthood and economic independence: the Public/Private Ventures' Young Unwed Fathers Pilot Project, The Comprehensive Career Development Project for Secondary Schools in Tennessee, and the Adolescent Family Life Demonstration Projects. Three factors which greatly influence the implementation of the Adolescent Family Life employability programs and important across the other projects are: appropriateness of the program to the targeted population, the community network and influence, and after-care or post-program follow-up. Contains 6 references. (YLB)

ED 376 273   CE 067 421

Lankard, Bettina A.
Employers' Expectations of Vocational Education. ERIC Digest No. 149.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 4p.; Update of ED 312 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Apprenticeships; Basic Skills; *Employer Attitudes; Employment Opportunities; Job Skills; Labor Market; Personnel Policy; *Personnel Selection; Postsecondary Education; Secondary Education; *Vocational Education; Youth Employment
IDENTIFIERS- ERIC Digests

Employers believe high school graduates have inadequate reading, writing, math, thinking, and communication skills. A declining number of good jobs for first-time workers can be attributed to employers' focus on retraining their remaining employees or in recruiting skilled and otherwise qualified workers who were laid off because of other organizations' downsizing efforts. A number of studies have been conducted to determine whether vocational education programs prepare students with those skills valued by employers. Most surveys in which employers compare employees who are vocational-technical graduates with general high school graduates reveal greater employer satisfaction with vocational-technical backgrounds. The appropriateness of the level of vocational-technical preparation desired by employers seems to vary depending upon the size of the organization each employer represents. Recommendations to ensure that vocational education will continue to deliver graduates who have the competencies demanded of the changing work force include teaching basic and technical skills and offering apprenticeship options. (Contains 10 references.) (YLB)

ED 376 274   CE 067 422

Imel, Susan
Job Search Skills for the Current Economy. ERIC Digest No. 150.

The collection is unique in that the individual learning activities constituting it have each been tailored to one or more of the diverse learning styles possessed by individual students. The activities are grouped into the following categories: computer related, word processing, spreadsheet, database, desktop publishing, graphics, telecommunications, and social implications. Each learning activity is presented on a learning style activity form containing some or all of the following: competency addressed; activity name; learning style strategy used; perceptual strength(s) targeted; desired student outcome; summary of the activity; suggested modifications; teacher preparation required; suggested means of assessment/evaluation; feasibility of saving all or part of the activity for inclusion in a portfolio; suggested time frame; and nationally/state-identified competencies addressed. Appended are the following: information about the 17 learning styles to which the various activities have been tailored; additional information about typical right and left brain behaviors and characteristics of analytical and global students; and lists of the business computer applications essential elements and competencies addressed by the individual activities. Also included are the forms developed for field review of the activities. (MN)

ED 376 291 CE 067 520

Prison Inmate Training and Rehabilitation Act of 1993. Hearing on H.R. 703 Prison Inmate Training and Rehabilitation Act of 1993, before the Subcommittee on Intellectual Property and Judicial Administration of the Committee on the Judiciary. House of Representatives, One Hundred Third Congress, Second Session.
PUB DATE- 19 May 94
NOTE- 142p.; Serial No. 44.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; *Correctional Education; *Correctional Rehabilitation; Federal Government; Hearings; *Job Training; *Prisoners; *Work Experience
IDENTIFIERS- Congress 103rd; Proposed Legislation

This congressional hearing considers legislation intended to provide additional work opportunities for inmates in the federal prison system and to help reduce the reliance of federal prison industries on traditional industries. Testimony includes statements, letters, written statements, and other materials presented by the following: U.S. senators and representatives and individuals representing the Workman Fund, Leavenworth, Kansas; National Committee on Community Corrections; Federal Bureau of Prisons; International Ladies' Garment Workers' Union; and Institute for Law and Justice. Appendixes contain the following: a Justice Fellowship statement on H.R. 703; a list of active projects with other Federal agencies; excerpt from an independent market study of UNICOR Federal Prison Industries, Inc.; excerpt from 1993 Summit on Federal Prison Industries; U.S. trade data; memorandum of understanding between the U.S. and China on prohibiting import and export trade in prison labor products; and newspaper article, "Firms Cited over Imports from China." (YLB)

ED 376 292 CE 067 522

Selman, Gordon
Felt along the Heart: A Life in Adult Education. Monographs on

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Education; High Schools; *Magnet Schools; Office Automation; *Parent Attitudes; *Program Effectiveness; *Student Attitudes; Summative Evaluation; *Teacher Attitudes
IDENTIFIERS- Kansas City Public Schools MO

A study examined the effectiveness of the Westport Business Technology Magnet High School (WHS) in Kansas City, Missouri, after its third year of operation. Data for the summative evaluation were obtained from the following: classroom observations/site visits; interviews, dialogues, and surveys of WHS teachers, students, and parents; and the school district's offices. The evaluation established that the magnet school approach had resulted in only negligible progress toward desegregation. Teachers cited staff commitment and opportunities for students as the major strengths of the WHS program; however, most teachers expressed major concerns with regard to the following: communication among staff and administrators; structure of the curriculum and its success in preparing students for business; and student attendance. Only one-fourth of the students surveyed cited "theme" as the most important fact in their decision to attend WHS. Most students and parents were satisfied with the education provided at WHS. The following were recommended: developing and implementing a multicultural curriculum to teach appreciation/tolerance of ethnic diversity, establishing an appropriate discipline policy, and providing training and assistance in theme infusion. (Contains 10 references. Twenty-six tables/figures are included. Appended is a report on a dialogue among the magnet theme evaluators and selected history classes at WHS.) (MN)

ED 376 309 CE 067 585

Silverman, Suzanne; Pritchard, Alice M.
Building Their Future II: High School Girls in Technology Education in Connecticut.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Applied Curriculum, Technology and Career Information.
PUB DATE- Jun 94
NOTE- 35p.; For part I, see ED 362 650.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Enrollment; *Enrollment Influences; *Females; High Schools; *High School Students; *Participant Characteristics; Participation; Questionnaires; *Sex Fairness; Sex Stereotypes; State Surveys; *Technology Education
IDENTIFIERS- *Connecticut

A study examined the factors affecting Connecticut high school students' decision to enroll in technology education (TE). Data were collected from the following sources: focus group interviews with 134 boys and 107 girls from TE classes at 4 high schools across Connecticut and a quiz administered to 320 boys and 196 girls in both academic and TE classes. Many reasons cited as motivations for enrolling in TE, including the attraction of hands-on learning, exposure to technology outside the school, and interest in a technological career, applied equally to boys and girls. Several factors, however, were directly related to gender equity. Because of the sex stereotypes associated with many technological jobs, for example, only those girls who were willing to be "pathbreakers" and challenge stereotypes were likely to enroll in TE. Many

Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 94
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Atomic Structure; Behavioral Objectives; *Chemical Bonding; *Chemical Reactions; *Chemistry; Learning Activities; *Physical Sciences; *Science Education
IDENTIFIERS- 353 Project; Hands on Science; Pennsylvania

This guide is designed to provide adult learners with hands-on activities and demonstrations to develop skills in physical science. The guide consists of four units on the following topics: introduction to chemistry, introduction to atomic structure, chemical formulas and equations, and common chemicals. Each unit contains some or all of the following: behavioral objectives, list of supplies needed for the unit, definitions of vocabulary, concepts covered in the unit, background information needed for the activities, activity sheets, and answer keys. Each activity sheet includes a list of materials needed for the activity, a detailed procedure, question(s) pertaining to the activity, and explanation/discussion of the reaction occurring during the activity. The activities presented in the curriculum may be incorporated into any science program with only slight modifications, and most activities require only common items that are readily available in kitchens and/or grocery stores. Concluding the guide are a pretest/posttest and answer key, and report describing the curriculum development project. Contains 15 references. (MN)

ED 376 329 CE 067 622

Collaborative Learning: An Alternative Approach to Adult Literacy Instruction.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 72p.; For a related final report, see CE 067 623.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Case Studies; Check Lists; *Cooperative Learning; *Group Activities; *Group Dynamics; *Literacy Education; Records (Forms); *Small Group Instruction; Urban Areas; Urban Education
IDENTIFIERS- 353 Project; *Pennsylvania (Philadelphia)

This guide, which is intended to assist literacy practitioners interested in establishing collaborative learning (CL) groups, outlines a collaborative learning approach that was developed during a project to coordinate citywide adult literacy efforts in Philadelphia, Pennsylvania. Discussed in the guide's eight sections are the following topics: characteristics of CL, participants in CL, the process of forming a CL group, ways of generating group themes and a participatory curriculum, strategies for keeping a CL group going, characteristics of a CL group lesson, use of CL techniques with the "Gateway: Paths to Adult Learning" assessment and instruction resource for tutors and learners, and guidelines for determining how long a CL group should work together. Each section contains

DESCRIPTORS- Adult Basic Education; *Adult Education; *Citizen Participation; *Discussion Groups; *Leadership Training; *Older Adults; Program Effectiveness; Program Implementation; Public Policy; *Workshops
IDENTIFIERS- 353 Project; *National Issues Forum

A project was conducted to incorporate the Kettering Foundation's National Issues Forums (NIFs) into two senior citizen centers in Pennsylvania. The NIFs provide a process for sharing thoughts and opinions about areas of pressing national concern in an open exchange of all participants' opinions. An inservice training of senior center staff on incorporating NIF concepts and materials into their programs was conducted. The project coordinator worked with center staffs to develop activities to prepare seniors for participation in NIFs. Lecture and discussion with seniors on NIFs were held. Materials used to train staff were Kettering Foundation publications and a NIF starter videotape; materials used with seniors included the NIF videotape, literacy level abridged versions of issue books, and a teaching guide and supplemental materials for moderators, teachers, and tutors. Success of the workshops was documented by increased attendance at the subsequent sessions. The viewpoints, opinions, and problem-solving techniques of participants were enhanced as reflected in the differences between pre- and post-forum ballots. This activity increased the higher-level thinking skills of the seniors and the skills developed were transferable. Self-esteem and empowerment of seniors were also enhanced. (The final report includes training materials for NIF moderator training, pre- and posttests, and a short resource list.) (KC)

ED 376 348 CE 067 649

Operation Link-Up (Instructional Delivery through Technology). Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Computer Networks; *Computer Uses in Education; *Distance Education; Educational Technology; *Electronic Mail; *Program Implementation; Technical Education; *Vocational Education
IDENTIFIERS- 353 Project

A project was conducted to provide access to computer-based instructional programs, student database files, and CD-ROM technology to satellite classes of the Tri-County Opportunities Industrialization Center in central Pennsylvania. During the project, computer needs at satellite locations were identified, instructional and reference materials were reviewed and evaluated, a host computer bulletin board access network was designed and installed, a user's manual was published, and staff and student training was provided. Constant refinements were made in the instructional technology during the course of the project. Success of the project was contingent on the project leaders' familiarity with computers and computer bulletin boards. The project resulted in a cost-effective way to offer alternative instructional delivery to satellite classes and equal access to information to learners at distant sites. Starting an in-house computer bulletin board service proved an inexpensive way to reach more learners and to share adults while integrating basic skills. Classes met for each topic approximately six to eight sessions. Student learning gains were assessed by oral and written testing. Findings indicated an increase in creativity and knowledge in areas of interest to the senior citizens led to an improvement in basic math, reading, and writing skills. The senior life skills curriculum's eight packages provide the following: objectives, course overview, materials list, instructional approaches, recommended evaluation, lesson outlines, and, in some cases, worksheets and a bibliography. Quicken 5 is a computerized financial management course. Genealogy I and II are computer courses that provide skills to trace ancestral roots. Chemical Hazards in the Home covers topics relating to chemical hazards found in the home and their potential toxicity. More Mileage from Your Memory covers topics relating to memory concerns of senior citizens and ways to improve one's memory. Creative Writing is designed to stimulate the imagination and provoke creative thoughts that can be translated into written word. Food Facts and Fallacies relates to dietary concerns. Taking the Mystery Out of Medicine covers medical problems, issues, and terms often encountered by senior citizens. (YLB)

ED 376 366   CE 067 679

Transition Time: Student Goals beyond the GED. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Career Counseling; *Career Education; *Career Planning; *Goal Orientation; *High School Equivalency Programs; Instructional Materials; Job Search Methods; Job Training; Learning Activities; Material Development; Self Evaluation (Individuals); Teaching Guides; Workshops
IDENTIFIERS- 353 Project; *General Educational Development Tests

In this document are a final report and a teacher's manual developed to assist General Educational Development (GED) program teachers in incorporating a focus on career planning and goal setting in the GED curriculum. The report notes how the manual was developed using the following methods: surveying past graduates, GED teachers, and present GED students to determine topics for workshops; choosing topics and finding appropriate materials and speakers; conducting field tests in three GED classrooms; writing, rewriting, revising, and printing the manual; and conducting staff development workshops and disseminating the manual. Workshops were considered very useful and important by GED teachers and students in field tests. Some students envisioned futures for themselves that they had never considered before. Introductory materials in the teacher's manual include notes to the teacher and a pretest. Materials are provided for a series of eight workshops, with a ninth chapter devoted to miscellaneous topics that need to be addressed. Examples for students to read are included within each section following the objective page. The objective page presents the objective, and a list of materials. Activities, suggestions for discussion, and recommended essay also are included in some workshops. The workshops cover the following topics: getting organized, self-exploration, goal setting, monitored each week through the use of forms completed by their teachers. Only one player was lost to inadequate grades at the end of the first marking period. Teachers reported that the student athletes as a group improved their academic and social skills during the 9-week implementation. In summary, the program's major objectives were met with dramatic improvement in the area of academic achievement. Includes 5 appendixes providing information and sample forms on NCAA requirements, individual transcript evaluation, weekly progress report, and student athlete contract. Contains 21 references. (CC)

ED 376 385 CG 025 735

Stewart, Alan E.; Stewart, Elizabeth A.
Birth Order Bibliography and Index: 1976-1993.
PUB DATE- 94
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Birth Order; Books; Doctoral Dissertations; Masters Theses; Research; Scholarly Journals; *Social Science Research

This listing of journal articles, doctoral dissertations, several masters' theses, chapters in edited books, and authored books chronicles birth order research from 1976 to the end of 1993. The bibliography in this paper, arranged by publication types, consists of 685 papers published in journals, 326 dissertations and theses, 24 chapters from edited books, and 30 authored books and monographs for a total of 1,065 items. The bibliography continues from where earlier bibliographers, such as Miley and Forer, left off, fulfilling a clear need for an updated birth order bibliography. Multiple sources were consulted, since no single published or online computer source contained the necessary amount or scope of entries. Psychological Abstracts and Sociological Abstracts (both printed and online versions), Medline (online) and Dissertation Abstracts International (online) were among the sources searched, using the term "birth order" to search printed and online versions. Some items of all forms were identified through references appearing in other books and papers. At the end of the publication, the 1,011 published studies, theses, and dissertations are indexed under at least one of 122 main topic headings (e.g., achievement, career/work, cross cultural intelligence, parent-child interactions, personality), with about 40% of the entries indexed under more than one term. (CC)

ED 376 386 CG 025 736

Dennis, Beneita L.
Chronic Violence: A Silent Actor in the Classroom.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; *Community Problems; Elementary Schools; *Elementary School Students; Emotional Problems; Grade 6; Intermediate Grades; Preadolescents; Social Influences; *Violence
IDENTIFIERS- Posttraumatic Stress Disorder; Virginia

Some studies indicate that children exposed to acute violence can experience post-traumatic stress disorder (PTSD), showing symptoms such as avoidance and lack of concentration. Eighty-eight sixth graders in five different classes at a Central prevalence and consequences of childhood sexual abuse. This paper presents findings from numerous studies which indicate that adult survivors of incest suffer from devastating personal and interpersonal difficulties. Recent studies on incest claim that some 20 percent of females and over 16 percent of males, suffered an incestuous episode at some point in their childhood. Survivors often reveal in therapy a variety of cognitive, emotional, physical, and interpersonal difficulties. These problems and their interactions form the incest survivor syndrome. Because of the powerful consequences of incest on the victim, a diagnosis of post-traumatic stress disorder needs to be given to the survivor in addition to the diagnosis of the presenting complaint. A dual diagnosis will assist the clinician, the patient, and his/her family in normalizing the presenting problems and in depathologizing the survivor. The multiplicity of survivors' problems calls for an integrative treatment approach which is technically eclectic, including among other strategies and techniques, cognitive/behavioral, psychodynamic, and family systems work. Additionally, treatment of married survivors, or those in committed relationships, should include spouses or partners. (Contains 49 references.) (RJM)

ED 376 405 CG 025 811

Priest, Robert F.; Beach, Johnston
Stability of Findings in Longitudinal Studies of College Impact.
PUB DATE- 23 Aug 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Environment; *College Outcomes Assessment; *College Students; Cross Sectional Studies; Higher Education; Individual Development; *Longitudinal Studies; Outcomes of Education; Student College Relationship; *Student Development; Young Adults
IDENTIFIERS- *Cadet Corps; *Military Academy (West Point) NY

Interest in the developmental impact of college has intensified in recent years. However, researchers usually overlook one key to understanding this impact: longitudinal studies. For this investigation, data was gathered from four class cohorts, over a 17-year period, at the United States Military Academy (USMA). The results indicate that cadets undergo remarkably consistent developmental changes. These changes remained stable in spite of dramatic alterations within the USMA environment. This stability allows for generalization to future cohorts of cadets. Likewise, the comparison of cadet changes to those shifts experienced by students from other colleges suggests that while some development arises from specific factors unique to the USMA's culture, college students seem to undergo predictable developmental changes which are independent of the specific nature of the college experience. Most college students suffer disequilibrium and must come to terms with the diversity inherent in attending a college or university. By understanding the developmental impact of various factors within a college environment, educators may more effectively accomplish the academic missions they set for their particular institution. Contains 20 references. (RJM)

ED 376 406 CG 025 812

teacher training. This report should be shared among school administrators, teachers, parents, and the community to gain informed support for school-based programs that incorporate the principles and components of effective comprehensive health education. A health education program must be as comprehensive as possible and should incorporate a coordinated, collaborative effort among schools, families, and the community. Contains 44 references. (RJM)

ED 376 425   CG 025 849

Elementary Youth. Alcohol, Tobacco, and Other Drugs Resource Guide.
PUB DATE- Dec 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alcohol Education; At Risk Persons; *Child Health; Children; Child Welfare; Elementary Education; *Elementary School Students; *Health Education; Mental Health; Prevention; *Resources; Substance Abuse; Youth Problems
IDENTIFIERS- Al Anon; Department of Health and Human Services

This curriculum is designed to address several facets of intervention involving children of alcoholics and other students at high-risk. While the guide was intended to be used in rural school districts, the basic information may be helpful for all communities. The curriculum includes eight sessions devised to identify, teach, and intervene with youngsters at-risk. Sessions contain handouts, overheads, and activities. The guide was written for teachers, parents, and prevention specialists to help them inculcate children with healthy, positive messages. It lists resources such as comic books, posters, t-shirts and other materials intended to capture the attention and enthusiasm of elementary youth. Also included is a list of groups, organizations, and programs for elementary youth. (RJM)

ED 376 426   CG 025 937

Fry, Ralph; And Others
Changing Destructive Adolescent Behavior: A Parent's Guide. Second Edition.
PUB DATE- 93
NOTE- 169p.; Illustrated by Thong Thatch. For first edition, see ED 370 059.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; At Risk Persons; *Child Rearing; Drinking; Drug Abuse; *Parent Child Relationship; *Parent Education; *Parenting Skills; Parent Materials; Parent Workshops; Secondary Education; Youth
IDENTIFIERS- Gangs

Children need to make decisions to learn responsibility, but when they choose a destructive behavior, such as drug or alcohol use, then the consequences can be severe. This program concentrates on helping parents prevent their children from making harmful decisions. The workbook was designed for use with classroom instruction and the parent support group model. The booklet is divided into two parts. Part One -- Laying the Foundation for Change -- features units on understanding our children, addresses problematic behavior, provides a parent's

Learning with Multicultural Literature; (7) Promoting Cultural Appreciation and Understanding; (8) Integrating Technology with a Multicultural Program; (9) Implementing a Multicultural Literacy Program: A Staff Development Model; (10) Involving Parents and Community in a Multicultural Literacy Program; and (11) Organizing and Managing a Multicultural Program. Appendixes present a sample student essay, answers to eight questions teachers ask, and a 375-item bibliography of children's books. (RS)

ED 376 445 CS 011 887

Denner, Michael, Comp.
Family Literacy and Involving Parents in the Reading Process 1988-1992: Citations and Abstracts from the ERIC Database.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Education; *Literacy; Parent Child Relationship; *Parent Participation; Parents as Teachers; Reading Aloud to Others; Reading Skills; *Reading Strategies
IDENTIFIERS- ERIC; *Family Literacy

This annotated bibliography of material from the ERIC database presents 44 annotations on the topic of family literacy and involving parents in the reading process. The annotated bibliography contains listings for a wide range of materials, including journal articles, books, reports, practica, conference papers, and dissertations. (RS)

ED 376 446 CS 011 888

Denner, Michael, Comp.
Outcome-Based Education, 1989-1992: Citations and Abstracts from the ERIC Database.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Change; Educational Improvement; Elementary Secondary Education; *Evaluation Methods; Program Descriptions; *Student Evaluation
IDENTIFIERS- Alternative Assessment; *Educational Issues; ERIC; *Outcome Based Education

This annotated bibliography of material from the ERIC database presents 37 annotations on the topic of outcome-based education. The annotated bibliography contains listings for a wide range of materials, including journal articles, books, reports, practica, conference papers, and dissertations. (RS)

ED 376 447 CS 011 889

Denner, Michael, Comp.

Cultural Studies; Process Approach (Writing); University of New Hampshire; University of Rhode Island

When a graduate student at the University of Rhode Island was asked to take a seminar at the University of New Hampshire, she experienced a major disjunction between her theoretical perspective and that of the other students and the professor. The seminar, "History of Rhetoric and Composition," was to evolve into a book narrating 40 years of writing instruction in the United States. Week after week, members of the seminar wrote reviews of research at a hyper-kinetic speed, the idea being to write as much as possible about a selected figure, theme or theory surrounding "the writing process movement." This graduate found herself thinking of University of New Hampshire as a haven for romantic-expressive writing pedagogies. Having read Althusser, Foucault, and Audre Lorde, she wanted to challenge the assumptions of "creative determinism" and "original voice." Little or no discussion followed collective reviews of her work (except the professor would tell her to "narratize"). When she tried unsuccessfully to introduce theory, she did not receive satisfactory responses. A companion malfunction to the identity politics elements of this story concerns what could be called "techno rhetoric," a trope for understanding the process of (re)creating language and subjectivity with the aid of advanced reproduction and distribution methods, from lap top to satellite dish; the term also describes the duplicating, cutting, pasting and recording inherent to this research project, which finally failed after 12 months. (TB)

ED 376 466   CS 214 587

Chiaviello, Tony
Taking Sides on "Takings": Rhetorical Resurgence of the Sagebrush Rebellion.
PUB DATE- Mar 94
NOTE- 27p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Environment; Environmental Standards; Higher Education; Rhetoric; *Rhetorical Criticism; Rhetorical Theory
IDENTIFIERS- *Fifth Amendment; Historical Background; Private Property; *Sagebrush Rebellion; United States (West)

The "Takings Clause" of the Fifth Amendment to the United States Constitution seems clear enough: when the government takes an individual's property, it must pay him or her for it. The "Sagebrush Rebellion" refers to the numerous incarnations of a movement to privatize public lands and contain environmental regulation. This latest rebellion is a populist mobilization of historically disenfranchised western small-time property-owners by developmental interests. A rhetorical analysis of the debate between the environmentalists and those behind the rebellion exposes not only the rhetorical practices employed by both sides but also the philosophical and mythical underpinnings; only such an analysis offers some mutual understanding. Neither side in the debate hesitates to employ the full panoply of fallacious reasoning, including ad hominem attacks, poisoning the well, or slippery slope logic. Any critique of the rhetoric will find a rich vein of fallacy and unabashed emotional appeal designed to help local schools develop their own curricula to address their own goals as well as those of the state and the nation. An introductory section of the paper discusses secondary exit performance standards (such as (1) communicates effectively; (2) solves problems; (3) uses information effectively; and (4) is a lifelong learner), questions and answers on performance based education, the shifting emphases in performance based education, definition of terms, related curricula, curricular alignment, and combined humanities and fine arts goals. The main section of the paper discusses the rationale, vision, and mission of the humanities curriculum, as well as the humanities curriculum framework itself. The paper concludes with a brief description of implications for the classroom teacher. (RS)

ED 376 485 CS 214 611

Connell, Helen O'Hara
Reading Gender Bias in the High School Canon Novels.
PUB DATE- Nov 94
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Orlando, FL, November 16-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Characterization; Content Analysis; Curriculum Evaluation; High Schools; *Literary Criticism; *Novels; Secondary School Curriculum; *Sex Bias; *Sex Role
IDENTIFIERS- Feminist Criticism; *Literary Canon

A study conducted a content analysis of seven of the most commonly taught novels in high school English classes to determine whether or not a gender bias existed in them. As each text was examined, a number of questions were asked: (1) Is pejorative language used by the author (or first person narrator) to describe female characters? (2) Are women portrayed as categories or types, i.e., stereotypes of negative traits rather than as complex characters? Are female characters, for example, depicted as either androgynous or as silly little girls in frilly dresses? (3) Are women portrayed as sexual objects? Are they the objects of ridicule or humor? (4) Do the women characters act as a vehicle for the male protagonists' achieving their goals or are women seen as evil or as obstacles to some kind of male dream or goal? (5) If women are missing from the particular novel, are there other more subtle (as in metaphorical) representations of gender bias? Results showed that at a generalized level, the high school canon novels are gender biased in that they deal with male protagonists running to or from something. While there are numerous examples of males paired with other males, there are no female pairs; furthermore, there are few mothers in the novels and older women usually personify the constraints/restraints of society. Women are usually the cause of danger for the questing male protagonists; their sexuality is perilous. Forty-one ancillary study guide materials and seven canon novels are listed. Contains 44 references. (TB)

ED 376 486 CS 214 612

Ediger, Marlow
Children's Literature in Social Studies.
PUB DATE- 94
NOTE- 11p.

CS 214 635. A product of the Samford University Writing Project.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Integrated Activities; Poetry; Science Instruction; Summer Programs; *Teaching Methods; *Writing (Composition); Writing for Publication; *Writing Instruction; Writing Skills; *Writing Workshops
IDENTIFIERS- Childrens Writing; Writing to Learn

This compilation presents materials associated with the 5-week summer session of the Samford University Writing Project, 1991. The compilation begins with curriculum vitae of staff, teacher consultants, and guest speakers. The compilation also presents lists of group and committee members and daily logs written in by participants in a wide variety of formats. Summaries of 14 presentations (on such topics as writing workshop conferences, writing to learn science, integrating fine arts into language arts, storytelling, building community through writing, publication of children's writing, creative problem solving, haiku, and writing in the math classroom) and samples of participants' writing form the major part of the compilation. (RS)

ED 376 505 CS 214 634

Roberts, David H., Ed.; And Others
Building a Community of Writers for the 21st Century: A Compilation of the Teaching Demonstrations, Personal and Professional Writings, and Daily Activities of the Samford University Writing Project (July 6-August 6, 1992).
PUB DATE- 92
NOTE- 145p.; For Impact '91, see CS 214 633; for Impact '94, see CS 214 635. A product of the Samford University Writing Project.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- American Indian Literature; Computer Uses in Education; Elementary Secondary Education; Friendship; Higher Education; Interviews; Poetry; Reading Writing Relationship; Summer Programs; *Teaching Methods; *Writing (Composition); *Writing Instruction; Writing Skills; *Writing Workshops
IDENTIFIERS- Music Videos

This compilation presents materials associated with the 5-week summer session of the Samford University Writing Project, 1992. The compilation begins with curriculum vitae of staff, teacher consultants, and guest speakers. The compilation also presents lists of group and committee members and daily logs written in by participants in a wide variety of formats. Summaries of 13 presentations (on such topics as poetry, computers in the writing process, Native American literature, reading writing relationship, music videos, collaborative fiction writing, reading and writing about history, teaching the writing process through interviews, and friendship) and samples of participants' writing form the major part of the compilation. (RS)

ED 376 506 CS 214 635

Roberts, David H., Ed.; And Others
Building a Community of Writers for the 21st Century: A Compilation of the Teaching Demonstrations and the Personal and Professional Writings of the Samford University Writing Project (July 6-August 4, 1994). Impact '94.

Propaganda; Racial Attitudes; *Radio; World War II
IDENTIFIERS- African Americans; Black Press; McBride (Mary Margaret); Media Coverage; Media History; Missionaries; Professional Concerns; *Progressive Era; Spanish American War; Womens Suffrage

The Media History section of this collection of conference presentations contains the following 21 papers: "Social Class Advocacy Journalism: Prelude to Party Politics, 1892" (David J. Vergobbi); "Pilfering the News: A Quality Comparison of the World and Journal's Spanish-American War Coverage" (Randall S. Sumpter); "The Early Black Press in Wichita, Kansas: A Historical Analysis" (Aleen J. Ratzlaff); "The Civil Rights Movement in the 1940s: A Communication Context" (William J. Leonhirth); "Reform Allies: The Temperance and Prohibition Press and Woman Suffrage Wisconsin, 1910-20" (Elizabeth V. Burt); "African-Americans and 'Delusive Theories of Equality and Fraternity': The Role of the Press in the Institutionalization of Racial Inequality" (David Domke); "All That Unsung Jazz: How Kansas City Papers Missed the Story" (Giles Fowler); "Discovering a Mid-Nineteenth Century Drive for Journalistic Professionalization" (Stephen A. Banning); "Bad Times for the Press: The 1931 Labor Struggle in Harlan County" (Sally A. Guthrie); "Hearst, Roosevelt and the Muckrake Speech of 1906: A New Perspective" (Mark Neuzil); "'We Shall No Longer Play Fool': The Black Press in the 'Nadir' of African-Americans" (David Domke); "The Politics of Journalistic Independence: Detroit Journalism in the Progressive Era" (Richard L. Kaplan); "Those Who Would Not 'Sigh to the Wind': The Missionary Press in China" (Virginia Mansfield-Richardson); "Against the Grain: Published Humor in Wartime France" (Ross F. Collins); "Mainstream Press Portrayals of Native Americans in the 'Indian New Deal'" (Mary Ann Weston); "Henry R. Luce's Intellectual Militia: Examining the Origins of the Commission on Freedom of the Press" (Jane S. McConnell); "Mary Margaret McBride, Talkshow Host: The Perfect Proxy for Radio Listeners" (Beverly G. Merrick); "From Ghosting to Free-Lancing: Mary Margaret McBride Covers Royalty and Radio Rex" (Beverly G. Merrick); "Sponsors Court Mary Margaret McBride, Talkshow Host: 'All About Life in a Biscuit Factory, on the Radio'" (Beverly G. Merrick); "A Study in Contrasts: The Ideology and Reality of Newsroom Work in the Late 19th Century" (William S. Solomon); and "Propaganda without Pain: United States' Design for World War II Hemispheric Radio" (Michael B. Salwen). (RS)

ED 376 525 CS 508 736

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, Georgia, August 10-13, 1994). Part II: Media and Law.
PUB DATE- Aug 94
NOTE- 438p.; For other sections of these proceedings, see CS 508 735-744. For 1993 proceedings, see ED 362 913-925 and ED 366 041.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Copyrights; *Court Litigation; Electronic Mail; Feminism; *Freedom of Speech; Journalism; *Legal Problems; Libel and Slander; *Mass Media; Media Research; *Privacy; Sexual Harassment
IDENTIFIERS- Digital Imagery; Freedom of Information Act; Kennedy (John F); *Media Coverage; Media Government Relationship

The Media and Law section of this collection of conference presentations contains the following 11 papers: "Independent dysfunctional, impede group decision making. The survey questions are included. (RS)

ED 376 542 CS 508 753

Mandeville, Mary Y.
Females at Risk in the Future Workplace: Gender Credibility Perceptions and Communication Educator Problems in the Building of Community.
PUB DATE- Nov 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Communication Research; Higher Education; Sex Differences; *Sex Role; *Sex Stereotypes; *Student Attitudes; Student Surveys; Undergraduate Students

A study examined female and male university students' perceptions about career choice. Essay response questionnaires were administered to 52 university students in speech communication courses in the Fall of 1990 and 55 students the following semester. After reviewing student responses, survey response questions were developed and administered to 258 students from both regular sections and honors sections of the basic speech communication course from 1991 to 1994. Results indicated that: (1) career decision-making problems for females were continuing ones; (2) females chose careers that less suited their interests than males; (3) females were very influenced by public perceptions about careers; (4) females had lower levels of career aspirations than males; (5) males had high influence on the career decision making of females; and (6) both males and females chose careers based on sex role stereotypes. Speech communication educators need to provide gender responsible leadership and to work at implementing interventions through their collectiveness and their collaboration as professionals. (Contains 15 references.) (RS)

ED 376 543 EA 025 927

Earthman, Glen I.
Planning Educational Facilities for the Next Century.
PUB DATE- 92
NOTE- 238p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Architects; Architectural Programming; Bids; Capital Outlay (for Fixed Assets); Construction Management; Construction Programs; *Educational Facilities Design; *Educational Facilities Planning; *Educational Trends; Elementary Secondary Education; Enrollment Projections; Facility Case Studies; Facility Requirements; *Futures (of Society); Higher Education; *Long Range Planning; Money Management; Occupational Information; Site Selection; Specifications

A school building constructed 10 years ago may not be relevant to what is needed in a new building today. Methodology and curriculum change rapidly, and, as a result, buildings change organizations--funded to implement community service programs during 1993-94. A pre- and post-test study investigated the relationship between "at-riskness" and "connectedness to the community." Findings indicate that the projects made considerable progress toward accomplishing proposed goals and resulted in positive outcomes for local communities and student volunteers, particularly those at risk. Some projects were more effective than others in positively influencing at-risk participants. The following recommendations are offered: (1) the ADE should continue to support community service programs; (2) the ADE should sponsor more technical assistance and evaluation training; (3) the state should expand training and assistance; and (4) further research about Arizona's effective community service projects is warranted. A total of 10 figures and 9 tables are included. Appendices contain project profiles, ADE site observations, student survey instruments, and methodological notes. Contains 46 references. (LMI)

ED 376 562   EA 026 250

Glatter, Ron
Managing Dilemmas in Education: The Tightrope Walk of Strategic Choice in More Autonomous Institutions.
PUB DATE- May 94
NOTE- 18p.; Paper presented at the Annual Meting of the International Intervisitation Program in Educational Administration (8th, Toronto, Ontario, Canada, and Buffalo, NY, May 15-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; Foreign Countries; *Free Enterprise System; Longitudinal Studies; Parent School Relationship; *Policy Formation; School Based Management; *School Choice; Secondary Education
IDENTIFIERS- *Great Britain

This paper applies Cuban's (1992) concept of "managing dilemmas" to the current market-based reforms in English and Welsh education at both the macro (policy) and, particularly, at the micro (individual and school) levels. The Parental and School Choice Interaction (PASCI) Study is currently investigating the interaction between parental choice and school decision making, in particular, how secondary schools respond to competition and how parents react to these responses. The 3-year case study, which began in 1993, is examining 3 different areas: an urban area in northern England, a town with a history of school competition, and a semirural area. Each of these areas resembles a "local competitive area," in which secondary schools draw from a common population of parents. This paper offers examples of strategic choice dilemmas drawn from three schools in the northern urban area. The examples suggest that dilemmas can be addressed through "striking a balance," through attempting to reconcile apparent opposites. Managing school effectiveness requires at least three delicate balancing acts, which involves seeking to reconcile: (1) the complex, fluid, and uncertain environment with the school's unique culture as a social institution; (2) strategic planning with daily problem-solving; and (3) creativity with accountability and discipline. The concept of "striking a balance" or "managing paradox" provides a rationale for including structured reflective approaches in management-development programs and suggests how indecisiveness at the school level can be avoided. Schools, however, should recognize the varying degrees of severity of to student violence, discipline, and safe working conditions; review school district policy about school employees' role in crisis situations; organize workshops; and conduct a district survey. Suggestions are offered for involving the community, working with the media and juvenile justice system, and engaging in political action efforts. Appendices contain a sample crisis plan, the WEA task force school crisis development process (1993-94), a community support list, a media support list and sample news release, and classifications of crisis situations. (LMI)

ED 376 582   EA 026 284

Conversation Pieces: An Overview of Restructuring Issues.
PUB DATE- May 89
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Improvement; Elementary Secondary Education; Government School Relationship; Participative Decision Making; School Based Management; *School Restructuring; State School District Relationship; Student Needs; Teacher Role

In this document, the Research for Better Schools (RBS) task force developed an overview of restructuring issues to help RBS staff prepare for a June 1989 staff development program on school restructuring. Two major sections focus on the dimensions of restructuring--student learning and organizational relationships. Each section presents a short discussion of the major points concerning each theme, a series of issues to be considered, and an annotated bibliography. The first section examines the central issue of how to improve student learning. Some of the suggested solutions include: (1) revise student standards; (2) reorganize curriculum and instruction; (3) increase student engagement in learning; (4) teach for thinking; and (5) meet students' comprehensive needs. The second section examines the changes that can be made in the relationships among educators to better support student learning. Those engaged in restructuring suggest that promoting teacher professionalism; changing the locus of decision making to the school site; or altering traditional relationships among schools, districts, and state departments of education may provide solutions. One figure is included. (LMI)

ED 376 583   EA 026 286

Egelson, Paula
Teacher Evaluation Plans That Support Professional Growth.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 13p.; Paper presented at the National Evaluation Institute of the Center for Research on Educational Accountability and Teacher Evaluation (Gatlinburg, TN, July 10-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; *Faculty Evaluation; *Formative Evaluation; Program Development; *Teacher Effectiveness; *Teacher

university-school partnerships (suggested by Goodlad). The long-term goal of the program's efforts is to provide support to area elementary and secondary schools engaged in reform and restructuring. (LMI)

ED 376 603 EA 026 319

VanderHooven, Kim
Opinions Regarding Year Round Education: A Survey among the Public.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Extended School Year; Flexible Scheduling; *Public Opinion; *School Schedules; Social Attitudes; *Year Round Schools

Year-round education is an idea that has been successfully implemented in many schools located in the western United States. This paper presents findings of a study that explored public opinion toward year-round education in a portion of the midwestern states. A total of 30 individuals living in northwestern Ohio and southeastern Michigan completed an opinion survey on year-round education. The sample selection was based on participants' expressed interest in the topic of year-round schools. Sixty percent opposed year-round schooling, 27 percent favored it, and 13 percent were undecided. Those opposed expressed concern with changing the traditional summer vacation and felt that year-round education did not necessarily improve the quality of education. Most individuals were unaware of year-round schooling's benefits, such as decreased dropout rates, less teacher and student burnout, and students' increased retention of material. In summary, the majority of respondents felt that year-round education was an unnecessary change. The appendix contains a copy of the survey. (LMI)

ED 376 604 EA 026 320

Wettersten, Jill A.
Low Profile, High Impact: Four Case Studies of High School Department Chairs Whose Transactions "Transform" Teachers and Administrators.
PUB DATE- Apr 94
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Department Heads; *Educational Cooperation; *High Schools; *Instructional Leadership; Interprofessional Relationship; Leadership; *Leadership Styles; Middle Management; Models; Organizational Development; Rewards; *Social Exchange Theory

This paper explores the leadership strategies of four exemplary high school department chairs. It develops a model based on social-exchange theory to show how chairs, as middle managers, must satisfy the expectations of both teachers and administrators. Data were derived from a case study of department chairs identified as exemplary in four suburban high schools in a large midwestern metropolitan area. Findings

This transcript of a Congressional House hearing on the reauthorization of the Individuals with Disabilities Education Act focuses on the role of parents of 5 million schoolchildren with disabilities and ways to strengthen their involvement in their children's education. The transcript includes presented and/or prepared statements from: Cass Ballenger, Representative from North Carolina; Major R. Owens, Representative from New York; Dee Spinkston, Federal for Children with Special Needs; a number of parents of children with disabilities; and representatives of such organizations as the ACTION coalition, the New York Institute for Special Education, and the National Alliance for the Mentally Ill. (DB).

ED 376 624 EC 303 450

Barnes, Judith M., Ed.; And Others
Pediatric Cochlear Implants: An Overview of the Alternatives in Education and Rehabilitation.
PUB DATE- 94
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Children; Communication Skills; *Deafness; *Educational Environment; *Educational Methods; Family Environment; *Hearing Impairments; *Oral Communication Method; Pediatrics; Rehabilitation; Residential Schools; Surgery
IDENTIFIERS- *Cochlear Implants

This collection of 10 papers is intended as a resource book integrating information on pediatric cochlear implants for educators, parents, implant teams, and rehabilitation specialists. The papers focus on the importance of providing an oral educational environment to maximize cochlear implant success. An introduction notes controversies in the areas of mode of communication, location of services, social development, and curriculum materials. The following papers are presented: (1) "Cochlear Implants: What Should Be Expected" (Jean S. Moog and Ann E. Geers); (2) "La Voz de Ninos Oral School: Prebyterian Ear Institute's Response to the Educational Needs of Children with Cochlear Implants" (Judith M. Barnes and Darla C. Franz); (3) "Cochlear Implants in Children: The Surgeon's Role in Educational Management" (Michael E. Glasscock and David S. Haynes); (4) "Educating Children with Cochlear Implants: Tucker-Maxon Oral School" (Arlie J. Adam and Pam Fortier); (5) "An Integrated Approach to Cochlear Implant Habilitation in an Auditory/Oral Educational Program" (S. Roseanne L. Siebert, Barbara S. Stroer, and Janice E. Crowe); (6) "Mainstream Education for Children with Cochlear Implants" (Dianne Brackett); (7) "Cochlear Implants and Total Communication: Providing a Meaningful Auditory Environment" (Diana L. Terry); (8) "Adapting a Total Communication Residential School for Children with Cochlear Implants" (Steve Upson); (9) "Parents as Educators: Strategies for Education in the Home" (Shawna L. McDaniel); and (10) "Results with Cochlear Implants in Children: What Have We Learned?" (Lisa L. Tonokawa). Most of the papers contain references. (DB)

ED 376 625 EC 303 452

Adams, Lois; And Others
Attention Deficit Disorders: A Handbook for Colorado Educators.
PUB DATE- 94
NOTE- 150p.
LANGUAGE- English

DESCRIPTORS- Adjustment (to Environment); *Developmental Delays; *Developmental Disabilities; Disabilities; *Early Childhood Education; *Early Intervention; Family Programs; Infants; Preschool Children; Preschool Education; *Regular and Special Education Relationship; Toddlers; *Transitional Programs
IDENTIFIERS- *Kansas Early Childhood Research Institute

This executive summary reviews activities over the past 5 years of the Kansas Early Childhood Research Institute (KECRI). The Institute has addressed transition issues faced by infants and young children (and their families) who have a disability or are at risk for developmental delay. KECRI goals are stated and the importance and impact of the Institute's research program are summarized. Principles of the KECRI Model of Transitions are noted. During this period KECRI conducted 11 research projects and an overarching continuing longitudinal study, trained 63 graduate students, disseminated findings at over 300 professional meetings and 200 pre-and inservice training sessions, and published almost 200 papers and chapters. Seven major research projects are summarized: (1) "Planning the Transition from the NICU (Neonatal Intensive Care Unit) to the Home" (Nancy E. Meck); (2) "Transitioning Preschool Children with Severe and Profound Multiple Disabilities from a Special Education Classroom Program into Mainstream Montessori Preschool and Child Care Programs (Barbara Thompson and Jane Wegner); (3) "Verbal Interactive Skills Training for Transitions" (Mabel L. Rice and Kim A. Wilcox); (4) "Programming Successful Classroom Transitions: Assessment of Children's Survival Skills and Classroom Requirements" (Judith J. Carta et al.); (5) "Promoting Successful Transition to the Primary Grades: Prediction of Reading Problems in Speech and Language Impaired Children" (Hugh W. Catts); (6) "Role of Professionals in Successful Transitions" (Winnie Dunn); and (7) "The Longitudinal Study of Families and Children in Transition" (Marion O'Brien et al.). (Contains 22 references.) (DB)

ED 376 643 EC 303 470

Sullivan, Margaret Wolan; And Others
Fostering Environmental Control in a Young Child with Rett Syndrome: A Case Study.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Contingency Management; Females; Physical Disabilities; Preschool Children; Preschool Education; *Severe Disabilities; *Severe Mental Retardation; *Training Methods
IDENTIFIERS- *Rett Syndrome

The progress of a 4-year-old child with Rett Syndrome (a developmental disability resulting in severe mental and physical deficits in female children) in learning simple environmental control over an 18-month-period is described. A systematic program providing for contingency control of toys and music via switches was provided in the child's preschool classroom, and subsequently in other settings. The data showed that the ability to respond to environmental contingencies was humanistically by their peers, and were almost entirely integrated into peer groups; (2) though the bilingual students tended to stay in their own gender-specific peer groups, there was less conflict with regular education students than seen in previous years; (3) gender was found to be a more important predictor of peer social groups than primary language, ability, or ethnic origin. Findings suggested that teacher-constructed notions of inclusion (primarily prescriptive groupings and classroom statements supportive of mutual respect of individual differences) affected student perceptions of and relationships with unlike peers. Fieldnotes and interview data describe student interaction in three different school contexts: (1) the inclusive classroom; (2) the non-inclusive classroom, the hallway, and recess; and (3) lunch. The student-developed typology of the school's peer system is discussed. (Contains 31 references.) (DB)

ED 376 661 EC 303 491

The Forum. Volume 18, Numbers 1-4.
PUB DATE- 93
NOTE- 69p.; For volume 19, see ED 374 636.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Conferences; Delivery Systems; *Disabilities; *Educational Methods; Elementary Secondary Education; Professional Associations; *Teamwork; *Transitional Programs
IDENTIFIERS- *New York; Teacher Collaboration

These four issues discuss issues in the education of children with disabilities. The Spring 1992 issues focuses on developing transition systems. Articles include: "Vocational Rehabilitation, Rehabilitation Counseling, and Transition: Service Delivery and Professional Issues" (Edna M. Szymanski et al.); "Personnel Preparation To Promote Successful Transition for Adolescents with Disabilities (Linda Backus); "Planning for When the School Bus Stops: A Holistic Approach" (Therese Zona); "Independent Living and Transition" (Roy Van Dusen); and "Preparing Students with Severe Disabilities for Integrated Employment" (Pat Rogan). The Summer 1992 issue focuses on the New York State Council for Exceptional Children (NYS CEC) Convention. It contains a convention program as well as the following articles: "Why Join? Reflections of a Lifelong CEC Member" (Sharon Raimondi); "Why Go? Why Present?" (Barbara Weitzner-Lin); "What We Got Out of It: Students at a NYS CEC Convention," and "What We Enjoyed: Presenting at a NYS CEC Convention." Teamwork is the theme of the Fall 1992 issue, and is discussed in "Multidisciplinary Teams: The Essence of Empowerment" (L. Jay Lev and Susan M. Lev) and "Modifying Whole Language for the Inclusive Classroom: Teachers Working Together" (Rebecca Rich and Lisa Freund). The Winter 1993 issue highlights two conference presentations, "Summer School on a Shoestring" and "The Implementation of Structured Teaching with Students with Severe Mental Retardation: The TEACCH Program," and offers an article titled "The Application of Principles and Practices in the Field of Learning Disabilities to Students Who Are Learning Disabled and Hearing Impaired" (Barry E. McNamara). Each issue also contains items relating to activities of the NYS CEC. (JDD)

ED 376 662 EC 303 492

Assistive Technology for People with Mental Retardation. The Arc Q & A.

Rehabilitation; Secondary Education; *Special Education; Special Education Teachers; State Surveys; Teacher Attitudes; Transitional Programs; Vocational Education
IDENTIFIERS- *Alabama

This study documents the needs of Alabama's secondary educational programs and services for youth with disabilities. A short history of secondary school programs for youth with disabilities introduces the study. Areas examined are: curriculum and instruction, vocational/occupational opportunities, vocational education, independent living, transition, interagency participation, program improvement, and post-school considerations. Data were collected from a survey of 79 special education coordinators and 302 secondary special education teachers. Findings are presented in 37 tables with accompanying figures. Highlights of the findings include: (1) over 42 percent of the special education teachers reported that only they provided instruction in the curriculum areas of remedial academics and functional academics; (2) only about 20 percent of teachers reported that their students were instructed in community work sites and in-school work sites; (3) the local education agency (LEA) was felt to be most responsible for providing students with instruction in home living skills, community living skills, leisure/recreational skills, and personal/social skills; and (4) Adult Rehabilitation Services was reported by special education coordinators as the one agency, other than the LEA, from which students received the most services. (Some chapters contain references.) (JDD)

ED 376 682 EC 303 512

Browning, Philip; Brechin, Connie
Assessment in Transition: A Functional Definition and Collaborative Program for Practice.
PUB DATE- 93
NOTE- 7p.; Contains broken print throughout.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Data Collection; *Definitions; *Disabilities; Education Work Relationship; Models; Program Development; Secondary Education; *Student Evaluation; *Transitional Programs; *Vocational Evaluation
IDENTIFIERS- Functional Assessment

This paper provides a definition of assessment that is tailored to the unique considerations of the concept and practice of the transition of students with disabilities from school to adult life. Assessment in transition is considered to be the on-going process of obtaining and properly using both person and environment-based assessment information for the purpose of aiding in decision making about individualized program planning and implementation of needed educational, vocational, and community-based services for youth with disabilities in transition. The need for a collaborative and systematic model program through which assessment activities should be performed is discussed. Such a program would help to determine what type of information is to be gathered, who is responsible for gathering it, when and how often it is to be gathered, who is responsible for recording and interpreting it, how it is to be used, and who will be the users. (Contains 18 references.) (JDD)

ED 376 683 EC 303 513

Baker, Colin
Attitudes and Language. Multilingual Matters: 83.
PUB DATE- 92
NOTE- 183p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; Attitude Measures; *Bilingualism; English; Foreign Countries; *Language Attitudes; Language Maintenance; Language Planning; *Language Research; Linguistic Theory; Models; Public Policy; Questionnaires; Secondary Education; *Second Languages; Student Attitudes; Uncommonly Taught Languages; Welsh
IDENTIFIERS- Wales

This book examines language attitudes, focusing on individual attitudes toward majority and minority languages and bilingualism. Special emphasis is placed on research conducted on language attitudes in Wales toward the Welsh and English languages. Six chapters address the following: (1) the nature, definition, and measurement of language attitudes, and the influence of language attitudes on everyday behavior; (2) language attitude theory and research; (3) the relationship between personal and environmental variables, such as language environment, youth culture, and schooling, and language attitude; (4) attitudes towards bilingualism, including a model of attitude toward bilingualism; (5) the theory and research on attitude change relevant to language policy and planning, where such policies and plans are designed to preserve minority languages in decline; and (6) language attitude change among a large sample of secondary school students in Wales, examining the students' changing attitudes toward Welsh and English. Two appendixes present the research instruments and describe the technical details of the Wales study. (Contains 147 references.) (MDM)

ED 376 703 FL 022 548

Phillipson, Robert, Ed.; Skutnabb-Kangas, Tove, Ed.
Papers from the Round Table on Language Policy in Europe, April 22, 1994. ROLIG-papir 52.
PUB DATE- Aug 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- English; Foreign Countries; French; German; *Government Role; *International Cooperation; International Relations; Language Attitudes; Language Maintenance; *Language Planning; Language Usage; *Multilingualism; *Public Policy; Second Languages
IDENTIFIERS- Africa; *Europe

This collection of seven papers addresses language policy in Europe, focusing on the role of national and supranational language policy on European integration. The papers include: (1) "Language Policy for the 21st Century: Lessons from History" (Gyorgy Szepe); (2) "Lessons for Eastern Europe from Language Policy in Africa" (Josef Schmied); (3) "The Spread of Dominant Languages (English, French, and German) in Multilingual Europe" (Robert Phillipson); (4) "Dominant 'International Languages' in Europe" (Claude Truchot); (5) "Language Policy in the Baltic States" (Mart Rannut); (6) "Educational Challenges in Multilingual Central Europe" (Zsofia

Iraq. Arabic Edition.
PUB DATE- 94
NOTE- 138p.
LANGUAGE- Arabic
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acculturation; Adult Education; *Arabic; Banking; Behavior Standards; *Community Services; *Cultural Traits; Daily Living Skills; *Employment Practices; Foreign Countries; Fringe Benefits; Health Services; Holidays; Immigrants; Job Search Methods; *Land Settlement; Laws; Legal Aid; Mass Media; Monetary Systems; Money Management; Politics; Public Education; Refugees; Religion; Resumes (Personal); *Social Behavior; Taxes; Transportation; Uncommonly Taught Languages
IDENTIFIERS- *Arabic (Iraqi); Iraq; Weights and Measures (Commercial)

This guide, designed for Iraqi speakers of Arabic who are refugees or immigrants to the United States, offers basic information on daily life, customs, and social behavior expectations. It begins with information about immigration laws and requirements, and proceeds to these topics: employment types and practices; employment benefits; taxes; job search; resumes (with both Arabic and English text) and qualifications; public services and utilities; shopping; banking; the educational system at all levels; English language instruction; laws and politics; religion in American life; legal services; etiquette; the American monetary system; weights and measures; and holidays. The text is entirely in Arabic, with subtitles translated into English. (MSE)

ED 376 723 FL 022 591

Yon Gid Pou Tout Refijye K'ap Viv nan Peyi Etanzini = (A Guide to Resettlement in the United States).
PUB DATE- 94
NOTE- 102p.
LANGUAGE- Haitian Creole
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acculturation; Banking; Behavior Standards; *Community Services; *Cultural Traits; Daily Living Skills; *Employment Practices; Fringe Benefits; *Haitian Creole; Health Services; Holidays; Housing; Immigrants; Job Search Methods; *Land Settlement; Laws; Legal Aid; Mass Media; Monetary Systems; Money Management; Personnel; Politics; Public Education; Religion; Resumes (Personal); *Social Behavior; Taxes; Transportation; Uncommonly Taught Languages
IDENTIFIERS- Weights and Measures (Commercial)

The guide, designed for speakers of Haitian Creole who are immigrants to the United States, offers basic information on daily life, customs, and social behavior expectations. It begins with information about immigration laws and requirements, and proceeds to these topics: employment types and practices; employment benefits; taxes; job search; resumes (with both Haitian Creole and English text) and qualifications; public services and utilities; shopping; banking; the educational system at all levels; English language instruction; laws and politics; religion in American life; legal services;

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Career Education; Career Information Systems; Career Planning; *College Graduates; Dislocated Workers; Economic Climate; Employment Opportunities; *Job Applicants; Job Application; *Job Search Methods; *White Collar Occupations
IDENTIFIERS- ERIC Digests

Even though the economy is recovering, recession and restructuring have permanently changed the way successful job searchers approach the task of finding employment. Many individuals who have been successful in their job search have adjusted the process to accommodate the recent recession and the continuing restructuring. Informal, external methods have taken on added importance as strategies for locating jobs. Those college students who have had positive job search outcomes used many of these strategies: they started early, they acquired job experience through internships and cooperative education; instead of waiting for employers to come to campus, they went directly to them; they made hunting for a job a full-time job; and they made use of all networks and connections. White-collar managers and employees who have successfully reentered the job market have often used these strategies: they approached their job search as if it were a full-time job; to tap into the hidden or unpublished job market, they made extensive use of their networks; they also used formal methods; and they turned to temporary or part-time work. The following conclusions are based on commonalities between contemporary job search strategies for new college graduates and for laid-off, white-collar workers: work experience pays off; finding a job must be thought of as a job; networking is essential; and use of information technology is the "wave of the future." (Contains 15 references.) (YLB)

ED 376 275 CE 067 423

Kerka, Sandra
Mandatory Continuing Education. ERIC Digest No. 151.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accountability; Adult Education; Competency Based Education; Job Performance; Lifelong Learning; *Professional Continuing Education; Professional Development; *Standards
IDENTIFIERS- ERIC Digests; *Mandatory Continuing Education

The chief arguments against mandatory continuing education for professionals (MCE) are as follows: it violates adult learning principles, MCE is punitive to those who participate voluntarily; evidence that it results in improved practice is lacking; programs are not consistently and uniformly available; and professionals should be accountable for effective performance, not participation. Proponents support MCE for a number of reasons: expecting voluntary participation is

Comparative and Area Studies in Adult Education.
PUB DATE- 94
NOTE- 254p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Adult Education; *Adult Educators; *Autobiographies; *Educational Development; *Educational History; Educational Research; *Extension Education; Foreign Countries; Teacher Educators
IDENTIFIERS- Canada; *Selman (Gordon R)

These memoirs of Gordon Selman, a nationally and internationally recognized practitioner and scholar in Canadian adult education, give insight into his thoughts and feelings during a 40-year professional life in university extension work and historical scholarship in adult education. Chapter 1 describes his activities before he entered the field of adult education. Chapter 2 addresses circumstances surrounding his entry into adult education and reflects on the juxtaposition of his time in the field since the 1950s and development of the field in Canada. Chapter 3 is devoted to his activities as a programmer in the Extension Department of the University of British Columbia (UBC) and his activities in voluntary organizations. Chapter 4 discusses his time as Executive Assistant to the President of the university and the 7 years he served as Director of UBC's Centre for Continuing Education. Chapter 5 describes his work and activities on behalf of associations of adult educators. Chapter 6 reflects on his years as a teacher in the professional training of adult educators. Chapter 7 deals with the impact on him of his involvement in the international dimensions of adult education. Chapter 8 turns to his research interests and publications. Chapter 9 looks at the ideas and people who influenced him in his work. Chapter 10 offers some conjecture about future developments in the field. Contains 170 references. (YLB)

ED 376 293 CE 067 526

Devine, Marion; And Others
School for Skills. A National Survey of the Development through TVEI of Personal and Transferable Skills. Technical and Vocational Education Initiative.
SPONS. AGENCY- Scottish Office Industry Dept., Edinburgh.
PUB DATE- 94
NOTE- 64p.; For related case studies, see CE 067 527.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; *Critical Thinking; Educational Research; Employer Attitudes; Foreign Countries; Higher Education; *Interpersonal Competence; National Surveys; Problem Solving; Secondary Education; *Skill Development; Student Attitudes; Student Records; Teacher Attitudes; Transfer of Training; *Vocational Education; Work Experience
IDENTIFIERS- *Scotland; *Technical and Vocational Education Initiative

An evaluation was conducted of the development of those transferable and personal skills which had been given particular prominence by the Technical and Vocational Education Initiative (TVEI) in Scotland. Questionnaires were sent to the following: pupils and TVEI coordinators in 80 secondary schools; 30 school leavers from one further education (FE) college in each region; the school liaison coordinator in each FE college; school liaison coordinators in all higher education girls interviewed expressed a reluctance to be "one of the few girls" in TE. The following actions were recommended to increase enrollment in TE: provide better information to middle school students about TE course offerings in high school, find role models for girls in TE, and have TE teachers develop strategies to attract more girls to their classes. (Appended are the quiz, interview schedule, and TE enrollment data.) (MN)

ED 376 310 CE 067 587

Matuszak, David J.
Federal Workplace Literacy Project. Internal Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Sep 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Inplant Programs; *Job Skills; Job Training; *Literacy Education; Program Development; *Program Effectiveness; Program Evaluation; Program Implementation
IDENTIFIERS- *Workplace Literacy

This report describes the following components of the Nestle Workplace Literacy Project: six job task analyses, curricula for six workplace basic skills training programs, delivery of courses using these curricula, and evaluation of the process. These six job categories were targeted for training: forklift loader/checker, BB's processing systems operator, department mechanic, Pearson kitchen helper, Butterfinger packaging systems operator, and Butterfinger manufacturing systems operator. A total of 109 participants attended classes from these target groups. The curriculum development process included design of instruction for a 48-hour class in each job category. According to the evaluation, four of the six courses resulted in observable improvements in job performance. The report includes an overview of the training conducted, description of job performance outcomes, and discussion of learner achievement outcomes for each of the six job categories. Summaries of answers to the evaluation questions grouped by the six job categories are appended. A critical review of the Internal Evaluation is divided into three sections. The first establishes the basis for evaluation review or metaevaluation and gives those models with differing criteria of goodness in evaluation. The second section looks at the structure of the evaluation project as a whole. It makes suggestions for reformatting the contents and enhancing readability. Section 3 makes specific comments on the draft itself. The review closes by endorsing the evaluation of what appeared to be an excellent educational program. (YLB)

ED 376 311 CE 067 589

Kirk, James J.
Games: Why & How Trainers Play Them.
PUB DATE- 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Educational Games; Educational Research; Instructional Materials; *Job Training; *Learning Activities; Teaching Methods; *Use Studies; Vocational Education

theoretical information and step-by-step guidelines pertaining to the section topic. In addition, a total of 10 case studies (referred to as scenarios) are presented throughout the guide. Appended are forms/checklists for use in conducting the following activities: intake interviews, goal setting, action plan development, ongoing assessment, and end-of-cycle evaluation. Contains 21 references. (MN)

ED 376 330 CE 067 623

Collaborative Learning: An Alternative Approach to Adult Literacy Instruction. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 94
NOTE- 162p.; For a related manual, see CE 067 622. Title page reads "Collaborative Learning: A Key to Empowerment and Participation in the 90's." Appendix E contains filled print.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Educators; *Adult Literacy; *Cooperative Learning; *Inservice Teacher Education; *Literacy Education; *Mentors; Program Development; Program Effectiveness; Records (Forms); Staff Development; Urban Areas; Urban Education
IDENTIFIERS- 353 Project; *Pennsylvania (Philadelphia)

The Philadelphia Mayor's Commission on Literacy undertook a project to develop and conduct collaborative training that would promote a more egalitarian relationship between teachers/facilitators and learners and greater learner input in the instructional planning process. A collaborative learning (CL) manual was developed, a 12-hour CL training program was designed, and three trainers conducted training sessions attended by a total of 34 individuals from 21 agencies involved in providing adult literacy services in Philadelphia. Twenty-five participants completed the CL training. One of the three trainers then served as a mentor for six of the CL training participants. Each mentee completed a final report, and the mentor submitted a report on each mentee and a final report reflecting on the mentoring process. All of the project goals were achieved. The mentoring aspect of the project was considered especially successful. (Appendixes constituting approximately 85% of this document contain the following: outline and activities for CL group staff development; CL training dates; program flyers, advertisements, and announcements; training outline; reading materials; mentor's advertisement; mentees' meeting agendas; mentor's report on each mentee; mentor's final report; mentees' reports; evaluations; and miscellaneous forms used in the program.) (MN)

ED 376 331 CE 067 624

"Communiclearsory" Training: A Tool for Workplace Literacy. A 353 Project Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test,

available resources. (KC)

ED 376 349 CE 067 652

Mangie, Bernadette A.; Goberish, John S.
PASSAGE. "Your Workplace and Job-Skills Information Newsletter." 353 Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 110p.; For earlier issues, see ED 324 473, ED 342 907, and ED 352 531.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Adult Learning; Adult Students; Career Counseling; *Career Development; Career Education; Career Guidance; Emerging Occupations; *Employment Opportunities; Information Dissemination; *Job Search Methods; Job Skills; *Newsletters; *Occupational Information; State Programs
IDENTIFIERS- 353 Project; Pennsylvania

The 1993-94 PASSAGE newsletter was established to create a customized educational/career-development/work-related informational publication for Pennsylvania's adult learners and educators. The project's main objective was to provide timely workplace and job skills information to Pennsylvania's adult learners, unemployed/underemployed individuals, adult educators, career counselors/trainers, and resource/training centers. The following include what the newsletter project accomplished: established a format that was easy to read; maintained a hands-on approach that could be used by individuals or in whole group settings; expanded its network of educators, business professionals, and adult learners by initiating a reader survey; accessed up-to-date information from area and regional resource centers; used state-of-the-art computer equipment for layout/design; and encouraged feedback and writer contributions. Ten issues were prepared. PASSAGE had a circulation of 2,800. (The 10 issues of PASSAGE are included. Topics include the following: classroom skills used in the workplace, employer expectations, job search strategies, growing career fields, labor market trends, success stories, preparing for the interview, keeping one's job, resume writing, coping with unemployment, financial aid opportunities for school, temporary workers, promotions, turnover in the workplace, and summer employment.) (YLB)

ED 376 350 CE 067 654

Woodruff, Barbara A.; Molek, Carol
Pennsylvania Government: A Handbook for Citizens. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 241p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Citizenship Education; *Law Related Education; Laws; *Local Government; Material Development; *State Government; *State History; Textbook

counseling and financial aid, job training programs, college, looking for a job, and overcoming barriers to success. Workshop #2 contains a booklist in Example C with 16 entries. Also, at the end of the document a list of resources contains 11 entries. (YLB)

ED 376 367 CE 067 680

TV Math--Video Training for Tutors.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 94
NOTE- 56p.; Report contains some pages that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Inservice Teacher Education; *Literacy Education; *Mathematics Anxiety; *Numeracy; Teaching Guides; Training; *Tutors; *Videotape Recordings
IDENTIFIERS- 353 Project

In this document are a final report and guide from a project to produce a 30-minute training videotape that provided volunteer tutors and paid adult educators with concrete methods, techniques, and activities to help adult learners improve their numeracy skills. According to the final report, representatives of various adult education programs/advocacy groups who had expertise or interest in math were invited to comprise the design team to collaborate on content. The design team also developed the video's viewer's guide, "Math Anxiety, a Video Guide for Adult Literacy Tutors." A scriptwriter, production company, and post-production editing facility were retained to execute the actual production of the video. Appended to the report are correspondence, needs assessment, math video script, and the video evaluation form. The introduction to the video guide covers why the video was produced and by whom and how it should be watched. A video outline is comprised of three elements: a summary of each scene in the video, stopping points with questions designed to generate discussion, and specific tutoring suggestions located in boxes throughout the section. A summary of tips describes the main ideas of the video in these three areas: suggestions for beginning tutoring, suggestions for preparing lessons, and suggestions for teaching a lesson. A form to evaluate the video and guide is provided. The final resource section contains lists of 3 videos and 16 books and booklets that can help in teaching and tutoring mathematics. (YLB)

ED 376 368 CE 067 683

Women's and Community Issues Magazine. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *High School Equivalency Programs; *Periodicals; School Publications; *Social Problems;

Virginia upper elementary school were observed for behavioral indicators of PTSD, including lack of concentration, sleepiness, and aggressive behavior. The checklist was divided into incidents caused by males and by females in order to test the hypothesis that boys would exhibit more behavioral indicators of PTSD than girls. In addition to being observed, the students were given a brief questionnaire asking whether they had trouble concentrating and what teachers could do to make them feel safer. In two of the five classes, there was an average of at least one incident of PTSD symptoms per student. These included not only yawning or staring off into space, but slamming objects, destroying property, and responding rudely to questions. The students' questionnaires also indicated that about 50% of the students had trouble concentrating on their work. The observation of classes showed that boys outnumbered girls in displaying behavioral indicators of PTSD, in one class by nearly 4 to 1. This study did not prove that chronic violence is the cause of developmental and learning problems in the classroom, but suggests further research is warranted. Contains 10 references. (CC)

ED 376 387 CG 025 737

Child Health USA '93.
PUB DATE- Mar 94
NOTE- 63p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Child Abuse; *Child Health; Children; Death; *Demography; *Health Needs; Health Services; Infant Mortality; Mortality Rate; Prevention; Primary Health Care; School Health Services
IDENTIFIERS- Health Care Reform; United States

This annual report presents data on the health status and needs of American children from infancy through adolescence. The report's first section gives general population data, providing context for sections two and three, which present data on health status and service utilization for American children. The fourth section contains state-specific data on infant health which show the variability among states on basic health measures. The data indicate that gaps exist in primary care which could save the lives or improve the health of millions of children. Almost half of American children were not receiving immunizations at the recommended ages. Almost 28% of children aged 5-17 had not had a dental visit in the previous year. From ages 1-20, children and adolescents are more likely to die from injury than from any other cause, in spite of simple precautions, such as wearing bicycle helmets, a practice that could have prevented many injuries. Data indicate that greater efforts should be made to combat abuse, neglect, drugs, and violence in the family. School-based and school-linked services are both promising ways to make better health services and information available to children and their families. Health care reform, providing universal health insurance coverage, help bring American children and their families appropriate health promotion, disease prevention, disease treatment, and chronic care. (Contains 46 references.) (CC)

ED 376 388 CG 025 738

Wright, Kevin N.; Wright, Karen E.
Family Life, Delinquency, and Crime: A Policymaker's Guide.

Cragar, Mary A.
Reducing the High School DCT Cooperative Education Drop Out Rate through an Employer/Student Mentor Program and At-Risk Teams.
PUB DATE- Jun 94
NOTE- 69p.; Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Adolescents; Ancillary School Services; At Risk Persons; *Dropout Prevention; Dropout Programs; Early Intervention; *Education Work Relationship; Employment Opportunities; *High Risk Students; *High Schools; Interpersonal Relationship; *Mentors; Modeling (Psychology); Partnerships in Education; Potential Dropouts; School Business Relationship; Significant Others
IDENTIFIERS- Diversified Cooperative Training; *Florida

This practicum sought to understand why students in a Diversified Cooperative Training (DCT) program did not see the need to earn good grades or to complete their high school education. One hundred DCT programs were surveyed statewide, and it was found that 66 percent reported problems with attendance, 35 percent revealed problems with student attitudes, and 35 percent stated that some students were classified as at-risk. A program was then implemented for ninth- through twelfth-grade DCT students who were identified as at-risk by the full service school team. The solution incorporated community leaders and employers as mentors. Students met with their mentors each week and participated in planned activities. The students' performance was then measured by comparing fall semester grades with spring semester grades following program implementation. Students' grades increased. They failed fewer courses and their time on task increased as a result of better attendance. Nine appendices include charts which compare grades, attendance, and the total students completing the twelfth grade for successful graduation. Many students also attended Chamber of Commerce meetings, social functions, or other types of business interactions as guests of their mentors. The recommendation is that mentors and at-risk teams be used to improve students' attendance and academic performance. (RJM)

ED 376 407   CG 025 818

Jones, Earl H.
One Educator's Views about Education, Violence and Schools.
PUB DATE- 21 Mar 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Children; Crime Prevention; Delinquency; Educational Environment; Elementary Secondary Education; School Safety; *School Security; Student Needs; Student Problems; Student School Relationship; Victims of Crime; *Violence

Violence in schools has reached epidemic proportions. This paper uses an educator's perspective to examine issues of school violence. It is believed that violence arises from a combination of family-related issues, the media, hatreds and phobias, and poverty. Families have become increasingly fractured and dysfunctional while violence on television and in videos is on the rise. Hate crimes continue to increase and inadequate employment threatens to burgeon an increasing formula for success, examines youth gangs, and explains personal action plans along with other conceptual issues. In Part Two — Changing Behavior and Improving the Parent/Child Relationship — the reader learns how to find help and support, how to communicate parental views, how to practice active listening and consistency, how to build positive self concepts, how to promote family unity, and other strategies. This book was developed specifically for parents of strong-willed or out-of-control children and its suggestions should help parents curb their childrens' involvement in serious problems. However, most of the parenting techniques suggested here can be useful in stopping any unwanted adolescent behaviors. The guide concludes with details on how to run a self-help support group. (RJM)

ED 376 427   CS 011 853

Collins, Norma Decker
Metacognition and Reading To Learn. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Metacognition; *Reading Processes; *Reading Strategies; Student Characteristics; Study Skills; *Text Structure
IDENTIFIERS- ERIC Digests; *Reading to Learn

Integrating metacognitive skills into classroom instruction can help students to develop into active, independent readers and learners. B. Armbruster, in a summary of research on metacognition, examined reading to learn from a metacognitive perspective as it related to four variables: texts, tasks, strategies, and learner characteristics. "Text" refers to the textual features of learning materials which influence comprehension and memory. Different tasks that readers are required to perform require different processes. A related index of metacognitive development with regard to the task is the reader's ability to accurately predict his or her performance on the task. An additional category of metacognitive knowledge and control involves knowing how to remedy comprehension failures. Study strategies are important in reading to learn and can be applied to enhance text processing. A final category of metacognition in reading to learn is the awareness of the learner of his or her own characteristics--such as background knowledge, degree of interest, skills, and deficiencies. It is worth noting that learner characteristics, like texts, tasks, and strategies, are age and experience dependent. Awareness of metacognitive skills can be gleaned through instruction. (Contains eight references.) (RS)

ED 376 428   CS 011 870

Brockman, Beth
Whole Language: A Philosophy of Literacy Teaching for Adults, Too!
PUB DATE- 12 Sep 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

Reading and Children with Dyslexia or Attention Deficit Disorders 1983-1992: Citations and Abstracts from the ERIC Database.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Attention Deficit Disorders; *Dyslexia; Elementary Education; Parent Child Relationship; *Reading Difficulties; *Reading Skills; Teaching Methods
IDENTIFIERS- ERIC

This annotated bibliography of material from the ERIC database presents 59 annotations on the topic of reading and children with dyslexia or attention deficit disorders. Entries in the bibliography are organized into background information on dyslexia and attention deficit disorders, information for parents, and information for teachers. The annotated bibliography contains listings for a wide range of materials, including journal articles, books, reports, practica, conference papers, and dissertations. A list of five additional sources of information is attached. (RS)

ED 376 448 CS 011 890

Denner, Michael, Comp.
The "Whole" Whole-Language Debate, 1988-1992: Citations and Abstracts "pro et contra" from the ERIC Database.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Basal Reading; Definitions; Elementary Education; *Instructional Effectiveness; Phonics; Program Implementation; Reading Research; *Whole Language Approach
IDENTIFIERS- *Educational Issues; Emergent Literacy; ERIC

This annotated bibliography of material from the ERIC database presents 87 annotations on the topic of the "whole" whole-language debate. Entries in the bibliography are grouped under the topics of philosophy and analysis; the struggle for a definition; comparative analyses of whole language versus traditional approaches; and application of the whole language approach. The journal articles, books, reports, practica, conference papers, and theses in the annotated bibliography were published between 1988 and 1992. (RS)

ED 376 449 CS 011 891

Denner, Michael, Comp.
Reading Recovery Research, 1986-1992: Citations and Abstracts from the ERIC Database.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93

on both sides. To unpack the foundations of these arguments, analysis must look to an assortment of theoretical orientations: (1) legal theory, which explains that property consists of a wide range of "entitlements," which are not identical to "rights"; (2) postmodernism, which critiques the "self-regarding" (or absolutist) vision of the property owner as independent and self-sufficient; (3) fantasy-theme and symbolic convergence theory, which examines the fantasy theme of cowboys and miners winning the Old West as a pillar of the Wise-Use movement. It can be effectively used for analysis in the classroom. (Contains 48 references.) (TB)

ED 376 467   CS 214 588

Gellis, Mark
Researching and Writing about Argument.
PUB DATE- Mar 94
NOTE- 13p.; Revised version of a paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; *Research Papers (Students); Rhetorical Criticism; *Rhetorical Theory; Student Research; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- Writing Contexts

Rhetorical analysis, which is distinctly different from literary analysis in its emphasis on technique and style, as opposed to appreciation and self-improvement, can and should be used to help students write better. One means of introducing rhetorical analysis into writing courses would be through the research paper, which in many courses is a poorly conceived project anyway, confusing both student and teacher alike. Properly conceived, the research paper project should allow students to choose specific topics, ones that interest them, within clearly defined task frameworks. These task frameworks should do three things: (1) outline the kind of writing students are supposed to do; (2) clearly describe the general goals of such writing; and (3) explain its relevance. Rhetorical criticism solves so many of the problems of the traditional research paper because it encourages students to think about how arguments are formed, how rhetoric can influence society and culture, and how reality can be constructed through interpretations. One such project would ask students, first, to select a historical figure and a persuasive text attributed to that person and, second, to do research on the occasion that surrounded the composition, presentation and reception of the persuasive text. Their first paper on the project would summarize what they learned from this research; the second paper would conduct a rhetorical analysis of the text itself. (TB)

ED 376 468   CS 214 590

Graves, Donald H.
A Fresh Look at Writing.
PUB DATE- 94
NOTE- 428p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basal Reading; Childrens Literature; *Content Area Reading; Elementary Education; *Social Studies; Supplementary Reading Materials; Textbooks
IDENTIFIERS- *Trade Books

Children's literature and the social studies need to be integrated so that holism is involved in pupil learning. A variety of kinds of reading materials should be available to learners so that each social studies unit might be meaningful and interesting. Individual differences among pupils' abilities and achievements must be adequately provided for. Basal social studies textbooks can be a useful approach for some students and teachers. When using this approach, teachers, in addition to introducing new words to students, should discuss background information. Concrete (objects and items) as well as the semiconcrete (pictures, study prints, and audio-visual materials) could be used by the teacher to introduce a topic such as rain forests. Follow-up activities might include some of the following: (1) reading related trade books listed by the authors; (2) writing a formal dramatization from the content read from the basal; (3) pantomiming selections from the text; (4) debating opposing values contained in the writing. Various kinds of children's literature may also be used to teach social studies. When using this approach, teachers should consider discussing the story's setting, its characterizations, its concept of irony, its concept of plot, its point of view, and its theme. Also, children may enjoy finding idioms in the text such as "barking up the wrong tree," or "placing it on the front burner." Keep in mind that children's literature comes in many forms: biographies, autobiographies, fictional accounts, factual accounts, encyclopedia entries, magazine articles and animal stories. (TB)

ED 376 487 CS 214 613

Wiener, Harvey S.
Any Child Can Write: An At-Home Guide to Enhancing Your Child's Elementary Education. Revised Edition.
PUB DATE- 94
NOTE- 345p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Games; Elementary Education; Grammar; Independent Study; Parent Participation; *Parents as Teachers; *Writing Skills; *Writing Strategies; Young Children
IDENTIFIERS- *Childrens Writing; *Writing Development

Intended to be a practical and useful guide to tapping a child's imagination and turning it into a creative tool for using language for pleasure, this book offers helpful hints for parents who want to work with their children on communication skills. The book presents a step-by-step program that is easy, flexible, and applicable in any home. It shows parents how to help a child draw on any experience and turn it into a creative outlet to become a better, clearer, and more expressive writer. From ideas as simple as writing out a shopping list to essential grammar basics, the book offers strategies for working with a child on homework, making room signs, writing

PUB DATE- 94
NOTE- 115p.; For Impact '91, see CS 214 633; for Impact '92, see CS 214 634. A product of a Samford University Writing Project.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Autobiographies; Bias; Civil War (United States); Elementary Secondary Education; Fairy Tales; Higher Education; Music; Oral Language; Summer Programs; *Teaching Methods; *Writing (Composition); Writing for Publication; *Writing Instruction; Writing Skills; *Writing Workshops
IDENTIFIERS- Childrens Writing

This compilation presents materials associated with the 5-week summer session of the Samford University Writing Project, 1994. The compilation begins with curriculum vitae of staff, teacher consultants, and guest speakers. The compilation also presents lists of group and committee members. Summaries of 14 presentations (on such topics as discovering topics through music, exploring nature, writing a children's book, autobiographical timelines, discovering literature through writing, the power of sensory detail, the oral and written story connection, breaking the tie with reference books, Civil War diaries, integrated teaching in an inclusion classroom, prejudice, fairy tales, and the generative rhetoric of the sentence) and samples of participants' writing form the major part of the compilation. (RS)

ED 376 507 CS 214 636

Roberts, David H., Ed.; Lebow, Jeanne, Ed.
Tales from Tall Pines: An Anthology. Summer Institute for Public School Teachers (June 16 - July 17, 1986).
PUB DATE- 86
NOTE- 189p.; A product of the South Mississippi Writing Project. Also sponsored by Mississippi Power Foundation, Pine Belt Consortium of Schools, Phil Hardin Foundation, and the National Writing Project.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Humor; Journalism Education; Letters (Correspondence); Peer Evaluation; Prewriting; *Professional Development; Public Schools; Revision (Written Composition); Summer Programs; *Writing (Composition); *Writing Instruction; Writing Skills; Writing Teachers; *Writing Workshops
IDENTIFIERS- English Teachers

This anthology presents materials associated with the five-week summer session of the South Mississippi Writing Project, 1986. The anthology begins with a position statement on teaching writing, and curriculum vitae of staff and teacher consultants followed by lists of group and committee members and a calendar of events in the session. Summaries of 17 presentations (on such topics as writing persuasive brochures, prewriting, letter writing, humor, peer evaluation, comparison and contrast, journalism, tall tales, cohesion and revision, author's point of view, and prewriting techniques) and samples of participants' writing form the major part of the anthology. (RS)

ED 376 508 CS 214 638

Dewey, Monica L.
Combining Literature with Drama.
PUB DATE- 14 Nov 94

State Constitutional Analysis of Public Concern and Opinion Issues in Defamation Litigation, 1977-1993" (James Parramore); "The President John F. Kennedy Assassination Records Collection Act of 1992: Will Sun Finally Shine over Dealey Plaza" (Jennifer Greer); "If You Do the Crime, Will You Do the Time? A Proposal for Reform of State Sunshine Law Enforcement Provisions" (Charles N. Davis and Milagros Rivera-Sanchez); "Sexual Harassment and Vicarious Liability of Media Organizations" (Matthew D. Bunker); "Solid-Gold Photocopies" A Review of Fees for Copies of Public Records Established under State Open Records Laws" (John R. Bender); "Is Your Boss Reading Your E-Mail? Privacy Law in the Age of the 'Electronic Sweatshop'" (Laurie Thomas Lee); "The Legal Rules of Broadcast Newsgathering" (Tom Letts); "The Privacy Exemptions and Open Government: Narrowing the Public Interest Standard under the FOIA in the Wake of 'Reporters Committee'" (Matthew D. Bunker and Stephen D. Perry); "Feminism and Free Expression: Silence and Voice" (Robert Jensen and Elvia R. Arriola); "Digital Imaging, the News Media and the Law: A Look at Libel, Privacy, Copyright and Evidence in a Digital Age" (Betty J. Ramos); and "Lani Guinier and the Press" (Kevin M. Sanders). (RS)

ED 376 526   CS 508 737

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, Georgia, August 10-13, 1994). Part III: Media and Society.
PUB DATE- Aug 94
NOTE- 455p.; For other sections of these proceedings, see CS 508 735-744. For 1993 proceedings, see ED 362 913-925 and ED 366 041.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Audience Response; Cable Television; Community Responsibility; Evaluation Criteria; Journalism History; Media Research; *News Media; *Newspapers; Radio; Religious Factors; *Television Viewing
IDENTIFIERS- Black Press; Federal Communications Commission; *Media Coverage; Parasocial Interaction; Tabloid Newspapers; *Television News

The Media and Society section of this collection of conference presentations contains the following 14 papers: "A Portrait of Urban Conflict: The 'L.A. Times' Coverage of the Los Angeles Riots" (Tony Atwater and Niranjala D. Weerakkody); "Perceptions of News Media Managers toward Their Own Corporate Community Responsibility" (David A. Olsen and others); "Personalization of the News and Burke's Notion of Circumference: A Case Study of Press Coverage of the 'Navajo Flu'" (Nancy Mitchell); "Phenomenology as Communication Science: A Study of Parasocial Interaction in TV News" (Russell J. Cook); "Press Theories, Practices, and Their Legacies for the Future of the News Media" (Patrick Daley); "The Black Press and the 1970 Trinidadian Black Power Revolt: An Examination of the 'New Pittsburgh Courier'" (Lisa A. McClean); "News Values and the Oppressed: U.S. News and the Brazilian Street Children, 1989-1993" (Jack Lule); "The Influence of Tabloid-Style TV News on Viewer Recall, Interest and Perception of Importance" (Michael E. Cremedas and Fiona Chew); "How Editors and Readers Rank the Importance of 18 Traditional Standards of Newspaper Excellence" (George Albert Gladney); "Broadcast Hoaxes: Good Clean Fun or Public Harm? A Study of the FCC's Regulation of Broadcast Hoaxes" (Cyndy A. Cooper); "Newspaper Subscribing and Community Integration: The Role of Ties to Local Church Communities" as do the students attending schools today. The administrators in the school system are responsible for adequately planning a new capital-improvement project and monitoring professionals and technicians outside of the school organization who provide expertise in the process. This book relies heavily on the planning process and the role an educator has in it. It presents what educators should do to administer every process for which they have responsibility. The material is organized into 14 chapters: (1) Organization and Policy Planning; (2) Development of the Long Range Plan; (3) Long Range Planning: Program Development; (4) Student Enrollment Projections; (5) Long Range Planning: Evaluation of Existing Facilities; (6) Financial Planning; (7) Development of the Capital Improvement Program; (8) Employing the Architect; (9) School Site Selection; (10) Developing Educational Specifications; (11) Managing the Design Phase; (12) Bidding the Construction Project; (13) Managing the Construction Phase; and (14) Orientation and Evaluation. Included in the nine appendices are sample letters to architectural firms, forms of agreement, a work/time flow chart, a school planning checklist, a sample school appraisal form, and a construction supervisor position description. Contains 18 references. (MLF)

ED 376 544   EA 025 954

Miller, Bruce A.
Children at the Center: Implementing the Multiage Classroom.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Change; Elementary Education; *Multigraded Classes; *Nongraded Instructional Grouping; Nontraditional Education; Parent Participation; Program Implementation; Teacher Role

This handbook examines practices and issues involved in the implementation of multiage programs. Data were collected through site visits at four schools with reputations for excellent multiage programs; interviews with a representative sample of parents and teachers at each school; document analysis; a survey of multiage teachers, parents, and principals at each school; and a survey of participants attending a national conference on multiage instruction. Before implementing multiage programs, six important questions should be asked regarding: the reasons for implementation, teacher roles, type of school or organizational climate, type of parent and community involvement, leadership, and factors for success that can be generalized to other settings. The following guiding principles were identified: (1) There are compelling benefits for students and teachers that justify implementing multiage organization; (2) there is no single model; (3) neither bottom-up nor top-down implementation, by itself, is effective; (4) multiage programs require major conceptual change; (5) implementation is best viewed as an evolving, long-term change at the deepest levels of teacher beliefs about how humans learn; and (6) several incremental steps can facilitate and improve the likelihood of success. A total of 17 tables and 3 figures are included. Appendices contain information on the different dilemma-filled situations, and not fall prey to simple solutions. Contains 40 references. (LMI)

ED 376 563 EA 026 251

Hyman, Ronald T.
Corporal Punishment: Just What Is It and What Should We Do About It?
PUB DATE- Nov 93
NOTE- 15p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (39th, Philadelphia, PA, November 19-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Welfare; Compliance (Legal); *Corporal Punishment; *Discipline Policy; *Discipline Problems; Elementary Secondary Education; *Legal Problems; *Legal Responsibility; Punishment; Sanctions

Opposition to corporal punishment in the United States has increased over the last 2 decades. This paper explores the legal implications of the maltreatment of children in schools, particularly corporal punishment. Despite the general opposition to corporal punishment, several issues must still be resolved. The first of these is one of definition: What constitutes corporal punishment? The ramifications of using broad or narrow definitions are discussed. The second issue involves the drafting and enacting of an acceptable law. Problems center on defining whether the following practices constitute corporal punishment: infliction of pain (how much and what kind), confinement, verbal abuse, and force. The third issue is the retraining of teachers, who must be given alternatives for handling student discipline problems. In conclusion, the prohibition of corporal punishment is not enough--the legal and educational communities must refine the concept of corporal punishment, draft and enact more acceptable laws, and retrain teachers in the use of acceptable practices. The endnotes contain three references. (LMI)

ED 376 564 EA 026 256

The Pocket Condition of Education, 1994.
PUB DATE- Oct 94
NOTE- 15p.; For the full 1994 report, see ED 371 491.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Assessment; *Educational Resources; *Educational Trends; Elementary Secondary Education; Government Publications; Pamphlets; Postsecondary Education; *School Demography; *School Statistics; Tables (Data)
IDENTIFIERS- *Indicators

A small sample of the 60 indicators contained in the "Condition of Education, 1994" are provided in this brief booklet. Ordering information for the complete 442-page report is provided along with the following eight statistical tables: (1) grade retention and dropout rates; (2) persistence in postsecondary education; (3) trends in mathematics proficiency; (4) high school course-taking in the core subject area; (5) annual earnings of young adults; (6) education of students with disabilities; (7) children who have difficulty speaking English; and (8) certification of teachers. (MLF)

Evaluation; Teacher Supervision

Formative teacher evaluation promotes teacher growth by illuminating some areas of difficulty and creating a viable course for change. The goal is to help teachers become more effective. Since 1991, the SouthEastern Regional Vision for Education (SERVE) has supported selected school systems in their attempts to design and implement formative teacher-evaluation plans. This paper describes the implementation of formative teacher-evaluation plans in three school district--Lee County Schools (North Carolina), Richland School District Two (South Carolina), and Surry County Schools (North Carolina). Administrator and teacher teams from each district participated in SERVE-sponsored workshops between 1991 and 1993, and then helped to implement formative teacher-evaluation programs in their schools. All three cases were characterized by strong teacher and administrator support. However, they encountered the following difficulties--time constraints, lack of equipment, teacher procrastination, and initial unwillingness to participate. Teachers report that the new system is less stressful and has enhanced teacher professionalism and feelings of empowerment. (LMI)

ED 376 584 EA 026 288

Candoli, Carl; And Others
Superintendent Performance Evaluation: Current Practice and Directions for Improvement. Executive Summary.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Evaluation; Administrator Responsibility; Administrator Role; *Educational Improvement; Elementary Secondary Education; *Job Performance; *Models; Personnel Evaluation; *Superintendents

This document summarizes a book that provided a detailed synthesis of current thinking, research, and practice in superintendent performance evaluation. It also outlines a new evaluation model designed to overcome the weaknesses of existing models while building on their strengths. The focus is on the evaluation of on-the-job performance of school district superintendents as they implement school board policy. The model consists of the following categories--context evaluation, input evaluation, process evaluation, and product evaluation. It assesses the following superintendent duties: (1) promote and support student growth and development; (2) honor diversity and promote equal opportunity; (3) foster a positive school climate; (4) provide leadership in school-improvement efforts; (5) stimulate, focus, and support improvement of classroom instruction; (6) lead and manage personnel effectively; (7) manage administrative, fiscal, and facilities functions effectively; (8) assure/provide a safe, orderly environment; (9) foster effective school-community relations; (10) embody and promote professionalism; and (11) relate effectively to the school board. Guidelines are offered for implementing the model within the normal calendar year. Five figures are included. (LMI) indicated that reciprocal exchanges between administrators and chairs and between teachers and chairs included the communication of information, the delivery of services and rewards, and a display of confidence and trust. The exchange relationships alone were not "transactional" or "transformational"; rather, the consequences of the exchanges may be either. The heads were not described by their colleagues as high-profile, unusually stimulating, or charismatic. However, their work created opportunities for teacher leadership, teacher-initiated changes, and collegial relationships, which in turn facilitated loyalty, trust, and a sense of community. Six tables and one figure are included. (LMI)

ED 376 605 EA 026 321

Frana, Bruce S.
The Micropolitical Influence of SES on a Building Principal and the Implementation of School Innovation.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Administrator Role; Educational Finance; Grade 9; High Schools; *Organizational Change; *Parent Influence; *Politics of Education; Principals; Program Effectiveness; Program Evaluation; *Socioeconomic Status

This paper describes an educational innovation that survived only 2 years. The pilot program introduced team teaching, based on a middle-school philosophy, into three high schools in a relatively large midwestern school district. The interdisciplinary team sought to help ninth-graders make the transition from middle to high school. Despite concerns of district funding and the viability of such a program in high schools, the failure of the teacher-designed project is largely attributed to the actions of one of the principals. The paper describes the influence of the principal and how he was influenced by a small group of vocal, high-socioeconomic-status parents. Data were obtained through: (1) formal interviews with the 9 team teachers, 3 high school principals, and 3 central administrators; (2) informal interviews with other staff; and (3) observations of school- and district-level planning meetings. Findings indicate that despite problems that existed between and within levels of the district, they were insufficient in themselves to end the program. Rather, the principal lobbied to use project funding for other interests, expressed no interest in the project, and participated in making decisions that eventually ended it. It appears that he vetoed the project because he wanted to please a vocal, affluent constituency and because the innovation did not fit his favored data-driven approach. Since only the more powerful and affluent parents contacted the principal, who really become the winners and losers? (LMI)

ED 376 606 EA 026 322

Pollard, Andrew; And Others
Changing English Primary Schools? A Cautionary Analysis.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Attention Deficit Disorders; Early Childhood Education; Educational Needs; Elementary Secondary Education; Eligibility; Guidelines; *Intervention; Medical Services; Parent Participation; Parent School Relationship; Pupil Personnel Services; State Programs; State Standards
IDENTIFIERS- *Colorado

This handbook is intended to provide Colorado educators with resources to effectively meet the needs of students with attention deficit disorder (ADD). Section 1 (chapters 1-2) presents background information about ADD. Chapter 1 answers general questions about the nature of ADD, its effect on students, and its educational implications. Chapter 2 provides pertinent historical information related to ADD. Section 2 (chapters 3-5) contains suggested policies and procedures to help Colorado districts respond systematically, proactively, and legally to challenges posed by ADD. Chapter 3 is devoted to responses appropriate for young children (ages 3-5); chapter 4 addresses policies and information relevant to grades 1-12, and chapter 5 contains information for educators about the medical management of ADD. Section 3 (chapters 6-8) of the handbook is devoted to the family and health care community resources. Chapter 6 describes the philosophy of the Colorado Department of Education Special Education Services Unit related to developing effective parent-professional partnerships. Chapter 7 provides information from a parent and advocate perspective. Chapter 8 outlines responses involving the health care community. Section 4 (chapters 9-11) presents appropriate intervention strategies. Chapter 9 focuses on strategies for early childhood; chapter 10 contains an instructional framework for grades 1-12; and chapter 11 provides suggestions for the entire school. Finally, Section 5 contains 41 references and other resources about ADD. Appendices offer guidelines for special education evaluation and a listing of Colorado Department of Health clinics. (DB)

ED 376 626 EC 303 453

Moon, M. Sherril, Ed.
Making School and Community Recreation Fun for Everyone: Places and Ways To Integrate.
PUB DATE- 94
NOTE- 231p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Accessibility (for Disabled); *Community Programs; Day Camp Programs; *Disabilities; Elementary Secondary Education; Federal Legislation; *Leisure Time; *Normalization (Disabilities); Physical Education; Play; *Recreational Activities; Toys
IDENTIFIERS- *Inclusive Communities

This text offers case studies, models, and specific techniques to assist children, teenagers, and adults with disabilities to participate more fully in local school and neighborhood social and leisure activities. Three basic themes are stressed: first, that of using a community leisure facilitator to support people with disabilities in community programs; second, the importance of discovering local groups and activities for people of all ages; and, finally, the importance of helping people with retained despite the degeneration of other skills. Although hand use was promoted by the equipment, head responses were an even more effective response. (Author/DB)

ED 376 644 EC 303 472

Demographics of Students Exiting Special Education. Report of the Board of Education, Prepared by the Department of Education, to the Governor and the General Assembly of Virginia. House Document No. 14.
PUB DATE- 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; *Demography; *Disabilities; *Education Work Relationship; Followup Studies; Individualized Education Programs; Needs Assessment; *Outcomes of Education; Rehabilitation; Secondary Education; *Special Education; State Programs; Transitional Programs
IDENTIFIERS- *Virginia

This study was commissioned by the Virginia State Legislature to provide baseline data on the post-school outcomes for youth with disabilities in Virginia. The study was conducted by an interdisciplinary team including individuals representing five state agencies, local education agencies, parents, and researchers. The study involved an analysis of the 1990-91 Virginia Federal Special Education Child Count report; a statewide follow-up study of 755 special education students who left school in 1990-91; a review of the transition services component of Individualized Education Programs developed in 1992-93 for 238 special education students; and a survey of state agencies' information systems data collection and procedures for youth and young adults with disabilities. Results were similar to those reported in the national literature and illustrate that differing and individualized support systems are needed with disability needs, manner of school exit, and gender all factors influencing program development and priorities. The study concludes that, important for all youth are the need for linkages, the need for information, the need for planning to occur, and the need to begin planning early. Seven primary recommendations focus on the roles of various state agencies (e.g., the Department of Education, the Department of Rehabilitative Services, and local education agencies) in developing effective transition programs. Five appendices include survey instruments and the Resolution authorizing the study. Contains six references. (DB)

ED 376 645 EC 303 473

Assessing the Proper Use of Child Study Committees. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 29.
PUB DATE- 94
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Attention Deficit Disorders; Committees; Decision Making; *Disabilities; Educational Diagnosis; Educational Policy; Elementary Secondary Education; Eligibility; Guidelines; *Needs Assessment; State Boards of Education; State Departments of Education; State Legislation; State Standards;

PUB DATE- Sep 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Accessibility (for Disabled); *Assistive Devices (for Disabled); *Mental Retardation; Normalization (Disabilities); *Technology

This fact sheet on assistive technology for people with mental retardation (MR) defines assistive technology, notes how it can benefit people with MR, discusses how it is used by people with MR, lists factors to consider before using assistive technology, outlines barriers in obtaining assistive technology for people with MR, and mentions two sources of information about assistive technology. The fact sheet stresses that: technology can help in overcoming barriers and moving towards independence and inclusion; assistive technology solutions should be flexible and customizable to accommodate the unique abilities of each person with MR; and assistive technology can be used for communication, environmental control, mobility, education, activities of daily living, employment, and sports and recreation. (JDD)

ED 376 663 EC 303 493

Newborn Screening To Prevent Mental Retardation. The Arc Q & A.
PUB DATE- Apr 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Congenital Impairments; Disability Identification; *Mental Retardation; *Neonates; *Prevention; *Screening Tests; State Programs

This information fact sheet on screening newborns to prevent mental retardation defines newborn screening and outlines how screening is performed. It discusses the six most common disorders resulting in mental retardation for which states most commonly screen. These include phenylketonuria, congenital hypothyroidism, galactosemia, maple syrup urine disease, homocystinuria, and biotinidase deficiency. A chart lists, for each of the 50 states and the District of Columbia, the status of screening for each of these disorders. (Contains 10 references.) (JDD)

ED 376 664 EC 303 494

How To Evaluate and Select Assistive Technology.
PUB DATE- Aug 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Assistive Devices (for Disabled); *Check Lists; *Evaluation Criteria; *Mental Retardation; Selection; Technology

This information digest discusses assistive technology for children and adults with mental retardation and other disabilities. Assistive technology is used to compensate for functional limitations and to enhance and increase learning, independence, mobility, communication, environmental control, and choice. Factors to consider when evaluating devices include

Browning, Philip; Brechin, Connie
Alabama's Rehabilitation Transition Counselors: A Statewide Study.
PUB DATE- Jun 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Caseworkers; *Disabilities; *Educational Practices; *Education Work Relationship; Individualized Programs; Needs Assessment; Outcomes of Education; Parent Participation; *Rehabilitation Counseling; Secondary Education; Staff Development; State Surveys; Student Evaluation; Student Participation; *Transitional Programs; Vocational Education
IDENTIFIERS- *Alabama; Individualized Transition Plans; *Staff Attitudes

This study examined the opinions and practices of 59 of Alabama's rehabilitation counselors who are assigned to serve secondary students with disabilities. Results are presented within the areas of: (1) Individualized Transition Program; (2) student/parent participation in transition, (3) assessment, (4) vocational preparation, (5) service coordination, and (6) transition outcomes. The counselors viewed all six transition components as important or very important. Findings revealed that, in spite of the perceived importance of individualized transition planning meetings, nearly half of the counselors reported that they seldom or never attended them. Nearly 85 percent of the counselors attested to the importance of their clients being actively involved in developing their own transition plans and programs, but over half were only moderately satisfied or less than moderately satisfied with their clients' level of involvement. Nearly 40 percent of the counselors were only moderately satisfied or less than moderately satisfied with assessment information and its usefulness in helping them to make appropriate client decisions. Only 27 percent of counselors reported that their transition clients participated in community-based, work experience programs. Over half of the counselors were only moderately satisfied or less than moderately satisfied with coordination of services among various agencies. Implications for training, research, and policy making are discussed. (Contains 14 references.) (JDD)

ED 376 684 EC 303 514

Browning, Philip; Dunn, Caroline
Teacher Preparation with an Emphasis at the Secondary Level.
PUB DATE- Jan 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; *Disabilities; *Education Work Relationship; Elementary Secondary Education; Family Involvement; Graduate Study; Higher Education; *Preservice Teacher Education; *Secondary School Teachers; Self Determination; Student Evaluation; *Teacher Education Programs; *Transitional Programs; Vocational Education
IDENTIFIERS- *Alabama

This paper presents a revised K-12 master's teacher certification program that gives emphasis to training secondary teachers, in response to Alabama's urgent need to have highly trained

Radnai); and (7) "Educational Challenges in Multilingual Western Europe" (Tove Skutnabb-Kangas). Two appendixes contain the program for the EUROLING Round Table, questions related to European language policy, and an extract from the EUROLING project description on project goals. (Contains 52 references.) (MDM)

ED 376 704 FL 022 549

Thurstun, Jennifer
Maintenance of the Spanish Language as Reflected by Adolescents of Chilean, Peruvian, and Spanish Background in Sydney.
PUB DATE- Mar 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Sociolinguistics Symposium (10th, Lancaster, England, United Kingdom, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *Adolescents; Bilingualism; Comparative Analysis; *Cultural Background; Cultural Differences; English; Foreign Countries; *Immigrants; *Language Attitudes; *Language Maintenance; Questionnaires; Secondary Education; Second Language Learning; Second Language Programs; Sociolinguistics; *Spanish; Spanish Speaking
IDENTIFIERS- *Australia (Sydney)

This study examined the language and cultural attitudes of 45 bilingual Spanish/English adolescents of Spanish, Peruvian, and Chilean background enrolled in Saturday Spanish programs in Sydney, Australia. Each student had at least one parent whose first language was Spanish. A 60-item questionnaire designed to elicit information on factors considered important for language learning and maintenance was administered. The survey found that although each national group indicated high interest in learning and maintaining the Spanish language, a consistently stronger tendency towards language maintenance was exhibited by Peruvian-background students and towards assimilation by the Chilean-background students, with the Spanish-background students on average taking an intermediary position. The study indicates the need for considering the different Spanish-speaking nationalities separately when considering their attitudes toward language maintenance and assimilation. (Contains 34 references.) (MDM)

ED 376 705 FL 022 550

Katchen, Johanna E.
Video Cameras in EFL Classrooms: Utilizing the New Technology.
PUB DATE- Dec 91
NOTE- 14p.; Paper presented at the Annual Meeting of the Chulalongkorn University Language Institute International Conference on Explorations and Innovations in English Teaching Methodology (2nd, Bangkok, Thailand, December 2-4, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Dialogs (Language); *English (Second Language); Foreign Countries; Higher Education; Language Teachers; *Second Language Instruction; Self Evaluation (Individuals); Speech Communication; Student Attitudes; Student Evaluation; Teaching Methods; *Videotape

etiquette; the American monetary system; weights and measures; and holidays. The text is entirely in Haitian Creole, with limited subtitles translated into English. (MSE)

ED 376 724 FL 022 592

Fraz ak Mo Ki Itil Angle-Kreyol Ayisyen = English-Haitian Creole Phrasebook with Useful Wordlist (for Kreyol Speakers).
PUB DATE- 94
NOTE- 142p.
LANGUAGE- Haitian Creole; English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Adult Education; Behavior Standards; Clothing; Communicative Competence (Languages); *Daily Living Skills; Dialogs (Language); Employment Practices; *English (Second Language); Food; *Haitian Creole; Health; Housing; Immigrants; *Intercultural Communication; Language Patterns; Language Usage; Monetary Systems; Numbers; Social Behavior; Time; Uncommonly Taught Languages; *Vocabulary; Word Lists
IDENTIFIERS- Weights and Measures (Commercial)

This phrasebook with wordlist is designed for speakers of Haitian Creole who are immigrants to the United States. The English phrases presented are grouped by subject and selected for their directness, brevity, and relevance to the needs of newly-arrived residents. Most are presented in the form of brief, two-line dialogues. Phrases and supplementary vocabulary in the 19 topical units cover a wide range of situations and introduce new residents to the daily activities of American life. Words and expressions that accomplish the most important language functions of the unit are underlined. The book is intended not as a textbook but as a handy reference for immediate use when English words or phrases are needed. Unit topics include: coping with the language barrier; useful forms of etiquette; giving information about oneself; recognizing signs; weights and measures; using numbers; dealing with money; dealing with time; locating things; describing things and people; doing things; going places; conveying information; health; food; clothing; housing; jobs; and schools. English-Haitian Creole and Haitian Creole-English wordlists are appended. (MSE)

ED 376 725 FL 022 593

Hayden, Dunstan; Cuevas, Gilberto
Pre-Algebra Lexicon.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 90
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Comparative Analysis; *Diagnostic Tests; Elementary Secondary Education; Higher Education; Mathematical Applications; *Mathematical Concepts; *Mathematical Vocabulary; Mathematics Instruction; *Mathematics Tests; Measurement; *Numbers; Test Construction; Test Items; *Vocabulary Development
IDENTIFIERS- *Pre Algebra

The pre-algebra lexicon is a set of classroom exercises designed to teach the technical words and phrases of pre-algebra mathematics, and includes the terms most commonly found in related mathematics courses. The lexicon has three parts, each with its own introduction. The first introduces vocabulary unrealistic, evidence suggests well-designed programs can influence effective practice, MCE provides equal access to a range of opportunities, and mandates are necessary to protect the public. Some feel the focus should be on improving content and delivery and consider competency-based standards the solution. Such standards are controversial because a mechanical approach that breaks down professional performance into discrete tasks or skills ignores higher-level aspects. Another flaw is the assumption that performance is individual, disregarding its context. An alternative to debating the mandatory issue or appropriateness of competency standards is to improve continuing professional education. It should be accessible, affordable, and of high standards; relevant to individual learning needs, applicable to practice, and designed for different learning styles; viewed as part of the lifelong learning continuum; link practitioner competence to the ideals of public service and accountability; and consider the professional as an adult learner. Contains 9 references. (YLB)

ED 376 276 CE 067 425

Fraser, Jane
Factors Contributing to Employment and Enhancement in Quality of Life of Adult Education Students.
SPONS. AGENCY- Ontario Educational Research Council, Toronto.
PUB DATE- Dec 91
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement; *Achievement Gains; Adult Education; Adult Students; Educational Research; *Employment Patterns; English (Second Language); Foreign Countries; *High School Equivalency Programs; High Schools; *Outcomes of Education; *Quality of Life
IDENTIFIERS- *Ontario (Toronto)

A statistical analysis of an adult high school was conducted to determine factors for achievement and enhancement of quality of life of adult learners. Participants were 206 adult students studying English as a Second Language or enrolled in upgrading and business courses at a metropolitan Toronto (Ontario, Canada) secondary school. Variables assessed were as follows: gender, area of learning, quadmesters (10-week periods) present, courses completed, employment achieved, co-op placement, work experience, support auspices, responsibilities outside school, age, and plans for continuing education. Findings indicated that the following factors contributed to success in achieving employment and enhancement in quality of life: length of attendance, courses completed, cooperative education placement, financial support, and previous work experience. Students who were present for three quadmesters were more likely to achieve employment than those who remained in school longer. Those who came from areas of skilled employment, unskilled employment, and employment outside Canada achieved employment in that order. Students who attended school on a training allowance had the highest likelihood of achieving employment and those working part time or full time outside school achieved employment at a higher rate than those on General Welfare or receiving Family Benefits. In the staff survey on quality of life components that enhanced the lives of students, self-esteem and cultural adjustment were perceived to be most important. (Appendixes include a research flow chart, the survey instrument, and 6 graphs. Contains 39 references.)

(HE) institutions; and a sample of employers. Findings indicated that oral communication was the one skill considered very important by more than half of all FE and HE staff and employers. Employers valued three qualities or skills most highly: willingness to work, ability to communicate orally, and ability to work as part of a team. Most young people tended to believe that all skills were very important. Over 80 percent of employers were satisfied with the performance of today's school leavers in terms of ability to communicate orally and work on a team. Staff in the majority of schools considered the ability of pupils in all skills had increased. One or more of the groups noted changes in the school curriculum and assessment, various aspects of TVEI, and changes in teaching methods as factors influencing improvements in competence. The largest numbers of both secondary and FE students found teamwork skills and using technology very easy. For both groups, the skills of problem solving, taking responsibility, and enterprise were the most difficult. The great majority of employers provided work experience for pupils. Very small numbers of HE and FE institutions used Records of Achievement. (YLB)

ED 376 294 CE 067 527

Devine, Marion; And Others
School for Skills: Vignette Studies. A National Survey of the Development through TVEI of Personal and Transferable Skills. Technical and Vocational Education Initiative. Report.
SPONS. AGENCY- Scottish Office Industry Dept., Edinburgh.
PUB DATE- 94
NOTE- 85p.; For a related report, see CE 067 526.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; Case Studies; *Critical Thinking; Disabilities; Educational Research; Foreign Countries; Individual Development; *Interpersonal Competence; Problem Solving; Secondary Education; *Skill Development; Social Development; Special Education; Special Needs Students; Staff Development; Student Records; Transfer of Training; *Vocational Education; Work Experience
IDENTIFIERS- *Scotland; *Technical and Vocational Education Initiative

This publication focuses on the vignette studies done as part of an evaluation of the development of those transferable and personal skills which had been given prominence by the Technical and Vocational Education Initiative (TVEI) in Scotland. It presents results of a qualitative study of individual practices. Four vignettes are based on practices in mainstream secondary schools identified by TVEI advisers and project coordinators as examples of interesting practice arising from each school's commitment to TVEI. The fifth vignette focuses on a detailed study of practice in one authority that operated a separate system for pupils with special educational needs and a visit to one mainstream school with a special unit for pupils with special needs. Chapter 1 describes the general approach used in the vignette studies--school visits during which staff were interviewed and follow-up questionnaires. Each vignette is then presented as a separate chapter with its own conclusions: (1) a whole-school approach to the development of skills; (2) personal and social development for senior pupils; (3) curriculum-led skills development; (4) staff development as the key to the development of skills; and (5) development of TVEI skills in pupils with special educational needs. Chapter 7 draws together

Trainers in 82 organizations completed a questionnaire that explored the use of training games for instructional and group process purposes. Respondents reported that they had little formal education on the use of games for which they spend an average of 18 percent of their training time. Trainers tended to use games for a variety of instructional and group process purposes. Many games were self-made and were used in several ways: to reinforce previously covered information, teach new concepts, and introduce new ideas. For the most part, trainers felt that competitive games were more motivating to participants than noncompetitive games. Common problems associated with the use of games included finding games that were relevant to one's training objectives, a reluctance on the part of some learners to play games, and the large amount of time it takes to play games. The results of the study indicate a need to offer college courses on the theory and use of instructional games, a need to research their effectiveness as an adult learning strategy, and the opportunity for adult educators to develop instructional games specifically designed for adult learners. (Author/YLB)

ED 376 312 CE 067 591

Garner, Barbara
The Simultaneous Model of Education and Training. Adult Basic Education and Vocational Skills Training. A Replication Manual.
SPONS. AGENCY- Massachusetts State Dept. of Public Welfare, Boston.
PUB DATE- 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Guidelines; Job Development; Job Search Methods; *Job Training; *Models; Outcomes of Education; Program Development; Program Effectiveness; *Program Implementation; *Teaching Methods

This manual describes an effective, cost- and time-efficient approach to basic education and vocational training for adults. The approach was developed during a pilot project in Massachusetts that featured the following: capitalizing on students' interests, hands-on vocational training, the expectation that students' motivation to learn a vocational skills would carry over into motivation to improve the academic skills, and basic skills and employment training. The model was used for 4 years with more than 275 students. Half of the students found employment, even in a depressed job market, and 95 percent of the students felt that the program benefited them, even if they did not gain employment. Following a description of the pilot program, this manual provides a step-by-step approach for setting up a similar model. Information is provided on the following: choosing a vocational area, calendar, recruitment and intake, staffing, class schedule, instructional approach, developing interpersonal skills, concrete and measurable goals, long-term goals, the world of work curriculum, retention and motivation strategies, counseling and support, job development and job placement, job retention, and getting student input. (KC)

ED 376 313 CE 067 593

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Communication Skills; County Programs; *Curriculum Development; Integrated Curriculum; *Literacy Education; *Manufacturing Industry; Program Effectiveness; *Skill Development; Speech Skills; *Supervisory Training; Writing Skills
IDENTIFIERS- 353 Project; Pennsylvania (Schuylkill County); *Workplace Literacy

A 10-week course called "Communiclearsory" Training was developed to improve the written and oral communications skills of supervisors/foremen in the manufacturing trades. A total of 39 selected supervisors from 2 manufacturing industries in Schuylkill County, Pennsylvania, were assessed by using the Test of Adult Basic Education (TABE) and other assessment instruments. The assessment results were used to develop a curriculum providing instruction and practice in the oral and written workplace communication tasks typically performed by supervisors in their workplace. Two groups of supervisors (39 in all) attended before- or after-shift classes 3 hours each week while receiving their normal salaries. During the course, the supervisors achieved a mean gain of 2.8 grade levels on the language section of the TABE and significant gains in form completion and memo writing assessments; however, they did not demonstrate significant gains in oral communication skills. Management evaluations of the program were positive. (Attached is a curriculum containing the following: course rationale; outline of the course's structure, goals, outcomes, evaluation instruments/methods, and design; and overviews of the instructor and class activities planned for each of the 20 course sessions.) (MN)

ED 376 332 CE 067 625

Hawk, Kim; And Others
CONNECT Special Demonstration Project.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Advocacy; *Correctional Education; *Correctional Rehabilitation; Counseling Services; *Daily Living Skills; Demonstration Programs; Pretests Posttests; *Prisoners; Program Development; Program Effectiveness; *Social Support Groups; Transitional Programs
IDENTIFIERS- 353 Project; Pennsylvania

Project CONNECT (Inmate Advocacy) was developed to provide counseling to inmates involved in the education programs at Fayette County Prison in Uniontown, Pennsylvania, before and immediately following their release. Twenty-one inmates who had been selected through a screening process received individual basic skills remediation in a classroom setting and were divided into three support groups that each completed sessions on the following topics: self-discovery/group discovery, visualization of goals and commitments, barriers to reaching goals, and social and problem-solving skills. Each group spent 2 afternoons each week for 4 months in a course in the following: banking, budgeting, comparison shopping, credit, transportation, consumer complaints, home purchase/improvement, and taxes and investments. The participants achieved

Preparation; Textbooks
IDENTIFIERS- 353 Project; *Pennsylvania

This document contains a final report and a handbook from a project to develop a comprehensive text on Pennsylvania government structure and taxes written on a lower (fourth- to eighth-grade) reading level for adult basic education students. The report describes how available government publications were researched, and a five-unit handbook that included a glossary and unit review exercises was developed. The handbook's 21 chapters are divided into five units: (1) Early Pennsylvania--Beginnings of the Commonwealth; (2) The State Government; (3) Local Governments of the Commonwealth; (4) Commonwealth Tax Structure; and (5) Legal Structure of the Commonwealth. Each unit begins with a general overview and ends with unit review exercises. Appendixes are as follows: a glossary, answers to exercises, the Constitution of the Commonwealth of Pennsylvania, and a 1993 supplement that contains the additions to and changes in the provisions of the Constitution. (YLB)

ED 376 351 CE 067 656

Project PAL Resources. Procedures Manual. Tutor Training Manual. Tutor Handbook.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Classroom Techniques; Cognitive Style; Inservice Teacher Education; *Instructional Materials; *Literacy Education; *Material Development; *Staff Development; State Programs; Teaching Methods; *Tutoring; Tutors; Workshops
IDENTIFIERS- 353 Project; *Pennsylvania

This document contains the final report of Project PAL (Pennsylvania Adult Literacy), designed to address staff development needs at a Pennsylvania adult literacy center, and three manuals: a tutor training resource manual for use by coordinators in developing a 9.5 hour tutor-training session, a tutor handbook for volunteers, and a coordinator's procedure manual describing general job responsibilities. The final report describes the following activities: coordinator and tutor survey, development of the manuals and evaluative tools, and review of the manuals by coordinators and tutors. Its appendices contain the following: manual tables of contents, tutor survey results, survey instruments, program evaluation instruments, bibliography, and list of contributors. The procedures manual contains the following sections: What is PAL? files and forms, recording attendance, assessment, recruitment and promotion, training tutors, matching students with tutors, reports on tutor training, recognition activities, triannual meeting of coordinators, and indicators of program quality. Contents of the tutor training resource manual are as follows: overview of the workshop, program objectives, definitions, learning styles, learning disabilities, goal setting, effective lessons, cultural diversity, assessing tutor instruction, policy and reporting procedures, tutor and staff development, and a selected bibliography and resource inventory listing 20 published resource materials, books, and videotapes. In the

Student Developed Materials; Student Participation; *Womens Education; Writing for Publication
IDENTIFIERS- 353 Project; Pennsylvania

General Educational Development (GED), pre-GED, and adult basic education students and teachers in Lutheran Settlement House Women's Program GED classes participated in the production of two magazines focusing on women's and community issues. The process included the following: surveying GED classes to determine which current issues were of paramount interest; distributing survey results to teachers and students with some preliminary student writings; looking for and collecting articles from local newspapers that were relevant to the issues selected; circulating articles for reading and discussion in classrooms; submitting student writings for publication; establishing an editorial review board for selection and preparation of writings; and printing and distribution of the two issues. GED students who participated showed some improvement in essay-writing skills as measured by the Official GED Practice Test and the actual GED Writing Skills test. Appendixes include the women's issues and community issues survey and a women's issues article review. The two magazines produced follow the report. Issue 1 includes the sample survey form and survey results and student responses to these issues: abuse of children, AIDS, domestic violence, the homeless, abortion/fertility, and gun control/violence. Issue 2 contains materials from the New Beginnings graduation and awards ceremony--welcome, agenda, speakers' biographies, lists of graduates and awardees--and student responses to these issues: homelessness, AIDS, domestic violence and gun control/violence, abuse of children, abortion and fertility, and welfare reform. (YLB)

ED 376 369 CE 067 684

Schied, Fred M.; And Others
Worker-Centered Learning: Developing a Basic Skills Curriculum and Materials in a Union-Setting.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Allied Health Occupations Education; Basic Skills; Cooperative Learning; Curriculum Development; Curriculum Guides; *Labor Education; *Language Arts; Literacy Education; Mathematics Instruction; Student Participation; *Unions
IDENTIFIERS- 353 Project

This document includes a final report and curriculum guide developed by a project to improve the basic skills of adults enrolled in a union-based, preallied health, adult basic education program. Its objective was to prepare learners to become more effective workers and union members by incorporating worker-centered materials into the curriculum. Union and job-related materials were used to develop the curriculum. Instructors were trained in the materials and used the curriculum and materials successfully in class. The curriculum guide is titled Worker-Centered Learning: A Curriculum to Develop Union Members' Basic and Higher Order Skills. It contains ideas, techniques, suggestions, guidelines,

Research Summary.
PUB DATE- May 94
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adults; Children; Crime Prevention; *Criminals; *Delinquency; Delinquency Prevention; *Family Influence; Family Role; Marriage; *Recidivism

This monograph reviews research on the influence of family life on juvenile delinquency and adult crime. Families are strong socializing forces. Parents teach children to control their behavior and respect others' rights; however, parents can also teach aggressive, antisocial, and violent behavior. Research shows that children with parents who are negatively involved or uninvolved in their lives are at a greater risk of becoming delinquents. Marital discord, conflict, and child abuse correlate with delinquency. Single-parent families produce more delinquent children than two-parent families. Although most juvenile delinquents do not commit crimes as adults, the important association between family life and criminal activity continues for adults. Being married does not necessarily reduce the likelihood of adult criminal offense; however, some research shows that the ability to sustain a marriage predicts abstinence from crime, suggesting that the quality, not the existence, of a marriage may have an influence. Other studies indicate that maintaining family ties while incarcerated and establishing good family situations upon release were associated with positive reentry into the community, and a reduction in recidivism. Family therapy is a widely advocated treatment for offenders. Surprisingly, this type of therapy has received little empirical assessment. Contains over 200 references. (CC)

ED 376 389 CG 025 765

Counseling and Career Guidance in the Rehabilitation Partnership. Twentieth Institute on Rehabilitation Issues. Report from the Study Group.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Nov 93
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Guidance; *Communication Skills; Counseling Techniques; *Counseling Theories; Counselor Client Relationship; Counselor Training; *Employment Counselors; *Rehabilitation Counseling

The case for vocational counseling/guidance as an invaluable community service has been widely accepted. However, the main issues of rehabilitation counseling need restating and, in some cases, reexamining. Vocational guidance and personal, psychological, and family counseling can all be daily duties. The distinctions between counseling and guidance need to be clearly stated. Professionals in the field should identify the underclass. Another key problem is the availability of guns which brings a heightened severity in violent casualties. Many young children witness acts of violence, to their detriment, and the best time to prevent aggressive tendencies from developing is to address these tendencies in early childhood. To deal effectively with violence, a strong involvement of all members of society is urged. Schools, communities, organizations, and government must all be active, collaborative participants in the quest for peace. A number of suggestions is given for schools in particular to curb violence; evidence shows that students respond when they are given the opportunity to be a part of the solution. However, schools cannot be solely responsible for fixing the problem. Parents, the community, lawmakers, and schools are all encouraged to work together to establish peace. (RJM)

ED 376 408 CG 025 819

Fine, Joyce C.
Scribliotherapy: Enhancing Communication among Students, Parents, and Teachers.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Children; Communication (Thought Transfer); Elementary Secondary Education; Expressive Language; Language Arts; *Mental Health; Parents; School Role; Self Expression; *Student Development; Teachers; *Therapy
IDENTIFIERS- *Scriptotherapy

Researchers have long noted the psychologically-liberating effects of expressive language. This paper explores how a writing technique, scribliotherapy, enhances communication among students, parents, and teachers. Scribliography is the technique of matching children with books on the topics of their emotional concerns and writing their response to experiences. The paper describes the technique's theoretical underpinnings, technical procedures, an example of one student-parent-teacher interaction from a pilot study, and a statement of the significance of beginning this type of endeavor. Previous research has shown that writing enhanced students' awareness by helping individuals organize their inner selves, by promoting personal integration, and by providing a catharsis for unexpressed emotions. A pilot study of scribliotherapy was conducted in a class of mostly Hispanic sixth graders. The students answered questionnaires and then wrote futuristic biographies in which they expressed their goals and described what they felt contributed to their accomplishment of these goals. The pilot led the researcher, teacher, and parents to express their concerns and generated suggestions for actions. Most parents had not considered the school as a source of support but the parents indicated a willingness to accept guidance from teachers and other school personnel. Initiating scribliotherapy can help teachers, parents, and students by opening their minds to communication and decision-making. (RJM)

ED 376 409 CG 025 820

Palmer, Bonnie E. Kendall
Developing a Data Base To Document Effectiveness of a K-12 Rural School-based Family Resource Center for Recipients and Service Providers.

(120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Basic Education; *Adults; Classroom Techniques; Definitions; *English (Second Language); Primary Education; Public Schools; *Whole Language Approach
IDENTIFIERS- *Educational Issues

Noting that whole language is fast becoming a driving philosophy behind curriculum development, this paper discusses the whole language approach as used in public school systems, adult basic education (ABE), and English as a Second Language (ESL). The paper begins with a short summary of socio-psycholinguistics (the theory upon which whole language philosophy is based) and then briefly addresses the influence John Dewey, Jean Piaget, and Lev Vygotsky have had upon whole language. The paper also offers some definitions of whole language from several educators. Following these definitions, the paper describes several principles of whole language philosophy (language is whole, written language is language, emphasis on meaning, and language is social), including examples from the classroom. The paper next discusses implications of whole language philosophy for the adult learner in ABE and ESL settings--whole language takes advantage of the wealth of experiences adult learners bring to the classroom; whole language in the classroom seems more "adult" than traditional methods of learning sight words or phonics; and a whole language approach uses authentic material, which is more interesting to adult learners than worksheets or basal readers. The paper concludes with a discussion of several concerns about whole language. Contains 20 references. A 37-item bibliography of books and journal articles (published between 1971 and 1994) organized alphabetically under various themes is attached. (RS)

ED 376 429 CS 011 871

Hornstein, Steve
Echoes from the Past: Actions for the Future.
PUB DATE- 6 Aug 92
NOTE- 25p.; Paper presented at the Annual Whole Language Umbrella Conference (3rd, Niagara Falls, NY, August 6, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Educational Change; Educational History; *Educational Trends; Elementary Education; *Open Education; *Progressive Education; *Student Centered Curriculum; *Whole Language Approach
IDENTIFIERS- Educational Issues; Historical Background

Progressive education, open education, and whole language can be seen as part of a larger "progressive tradition" in American education. All three of these educational movements are "child centered," challenge the rigidity of traditional school organizations, view the nature of knowledge and the purpose of schools differently from the view upon which most schools are based, carry a liberal political ideology, and are not monolithic. Neither the early progressives nor the proponents of open education were sufficiently aware of earlier reform efforts to have learned from them. Progressive education became solely the domain of professional educators. The literature of both the progressives and the open educators often focused only on technique, thereby diluting and losing the larger agenda. The movements became "bandwagons." Both Progressive Education and Open Education movements took on a political tone that the larger community did not support. Individual whole language teachers can take steps to avoid these pitfalls: (1) become

NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Early Intervention; Elementary Education; Program Descriptions; *Program Effectiveness; *Reading Difficulties; Reading Research; *Remedial Reading
IDENTIFIERS- ERIC; *Reading Recovery Projects

This annotated bibliography of material from the ERIC database presents 48 annotations on the topic of research on Reading Recovery. The bibliography begins with: (1) a 2-page Education Research Consumer Guide entitled "Reading Recovery" (which defines the topic and answers some pertinent questions about it; and (2) a sample ERIC abstract. Entries in the annotated bibliography are grouped under the topics of Reading Recovery project descriptions; evaluative, feasibility and technical reports; and miscellania. The journal articles, books, reports, practica, conference papers, and theses in the annotated bibliography were published between 1986 and 1992. (RS)

ED 376 450 CS 011 892

Mieux, Donna
Improving Academic Skills and Study Skills of Elementary School At-Risk Students by Peer and Cross-Age Tutoring.
PUB DATE- 93
NOTE- 166p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Research; *Cross Age Teaching; Elementary Education; Elementary School Students; *High Risk Students; *Mathematics Achievement; Mathematics Instruction; *Peer Teaching; Program Descriptions; *Reading Improvement; Study Habits; *Study Skills; Tutoring
IDENTIFIERS- Teacher Surveys

A practicum aimed to increase academic competence in math and/or reading and to improve study skills of 27 at-risk students referred by their classroom teachers to the school resource specialist. A before-school peer and cross-age tutoring program for at-risk students was developed. Proteges were monitored on the usage of the following study skills: bringing the proper materials to class, returning homework on time, attending to tasks, and completing class work. The program coordinator presented mini-lessons that centered on strengthening weak subject and skill areas. Follow-up activities were facilitated by the coordinator, tutors, and assisting teachers. Students completed school assignments in tutoring sessions by using manipulatives and technology. Practicum results were positive. Posttest scores of the Numbers Test for math development and the Protege Reading Test measuring reading improvement were improved from pretest scores. A teacher survey reported improved study skill usage, as well as improved skills in reading/language arts and mathematics. Report card grades were higher at the close of the intervention. Findings suggest that a supplementary cross-age and peer tutorial program is an effective strategy in addressing the varied needs of the at-risk student. (Contains four figures and eight tables of data; and 17 appendixes of forms, surveys, tests, letters, guidelines, and survey results.) (SR)

DESCRIPTORS- *Classroom Techniques; *Creative Writing; Elementary Secondary Education; Handwriting; *Literary Genres; *Portfolio Assessment; Portfolios (Background Materials); Spelling; Student Evaluation; Teacher Expectations of Students; *Writing Instruction; *Writing Processes
IDENTIFIERS- Professional Concerns; Writing Development

Demonstrating to teachers how to experience the joys of the craft along with their students, this book examines portfolios, record keeping, and methods for teaching conventions, spelling, and literary genres including fiction, poetry, and nonfiction. Each chapter includes a varying number of "Actions," glossed objectives providing new ways for teachers to understand themselves and reach their students. Chapters in the book are: (1) Consider Your Roots; (2) Learn from the Children; (3) Why Would Anyone Ever Want to Write?; (4) Day One: Help Children to Write and Keep Writing; (5) Understand Children When They Write; (6) Expect More of Your Writers; (7) Conditions for Effective Writing; (8) Begin to Organize Your Classroom; (9) Help Children to Share Their Writing; (10) Evaluate Your Own Classroom; (11) Experiment with Portfolios; (12) Help Children Learn Conventions; (13) Help Children to Read Their Own Work; (14) Help Children to Revise Their Work; (15) How to Keep Handwriting in Perspective; (16) Spell to Communicate; (17) Answers to Frequent Questions Teachers Ask about Teaching Writing; (18) Help Children Read and Write Fiction; (19) Show Children How to Write Nonfiction; (20) Uncover the World through Poetry; (21) Work with Parents and Administrators; and (22) Live the Professional Life. Contains an index and references. (RS)

ED 376 469 CS 214 591

Fraser, Jane; Skolnick, Donna
On Their Way: Celebrating Second Graders as They Read and Write. Teacher to Teacher Series.
PUB DATE- 94
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Communication Skills; *Grade 2; *Language Arts; Listening Skills; Primary Education; *Reading Instruction; Reading Writing Relationship; Student Characteristics; *Writing Instruction

Noting that reading and writing in second-grade classrooms have undergone dramatic changes in the past 10 years, this book provides ideas that engage the second grader and transform the classroom into a more meaningful place in which to learn. The book discusses reading and writing from the developmental point of view, how to organize and set up the classroom, how to put rituals in place that help the classroom run smoothly, the importance of talking and listening, successful ways to involve students in evaluation, developmental characteristics of 7- and 8-year-olds, sample of classroom charts, and student writing samples. Chapters in the book are: (1) Second Grade: A New Look; (2) Smiles with Spaces: Developmental Considerations; (3) Beginning with Grit and Grace; (4) Pass the Book: Reading with Second Graders; (5) Pass That Book Again; (6) The Writing Habit; (7) Managing and Extending the Writing Habit; (8) The Power Tools: Listening and Talk; and (9) Reflection and Evaluation. An epilogue (Keep the Music Playing), evaluation notes and letters to people, making a list of toys to take on a trip, or writing an autobiography. It offers ideas on how to use riddles, games, and rhymes to build vocabulary, and how to use a small child's crayon drawing as an inspiration for his or her first written communication. The book also provides a list of 100 entertaining ideas for writing at home for all ages, helpful guidelines for working with a child on homework, a special parents' refresher guide to the basics of grammar in clear simple language, and a reading list for young readers and their parents. (NKA)

ED 376 488 CS 214 614

Bolin, Bill
Go Refigure: Poststructuralist Notions of Literacy and Portfolio Assessment.
PUB DATE- Jul 94
NOTE- 11p.; Paper presented at the Annual Penn State Conference on Rhetoric and Composition (13th, University Park, PA, July 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Literacy; *Portfolio Assessment; Secondary Education; *Standardized Tests; *Writing Evaluation; Writing Instruction; *Writing Tests
IDENTIFIERS- Poststructuralism; Text Factors

Many educators, students, parents and other taxpayers rely on the perception that literacy is some narrowly defined ideal, and that students must all conform to that ideal to become successful, (in other words) productive citizens. Sharon Crowley posits two ways of thinking about texts. In one, texts are discursive bits produced to engender more texts; they are produced to quell the desire for expression and are of worth because they reflect students' experiences and personalities. In the other, texts represent absolute values, an ideal, requiring conventions of style such as punctuation, tone and attribution. As they prepare their students for standardized tests, current-traditional teachers see student writing in the second way, as enabling students to emulate some externally mandated form of writing. Unfortunately, these practices not only discriminate against those students whose subculture does not prepare them to follow conventions of the mainstream but also breed false notions about the purposes of writing among all students. At some point, writing for students in this system ceases to have meaning; it is about filling space. An alternative to the standarized test approach would be portfolio assessments, for which students would revise a collection of their best work; it would further notions of writing aligned with Crowley's first definition. (Contains 13 references.) (TB)

ED 376 489 CS 214 615

Brown, Jean E., Ed.
SLATE on Intellectual Freedom.
PUB DATE- 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060),Collected Works - General (020)
DESCRIPTORS- *Censorship; *Civil Liberties; Elementary Secondary

NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Literature; *Class Activities; *Creative Dramatics; Creative Writing; *Drama; *Literature Appreciation; Primary Education; Story Reading; Teaching Methods; Young Children
IDENTIFIERS- *Drama in Education

Gail Carr, a classroom teacher, and Rosalind Flynn, a drama specialist, have found that drama learning strategies can be applicable to many curriculum areas, especially literature. The teacher must take part, according to Carr and Flynn, by maintaining the drama in motion by questioning, challenging, organizing the group's thought, focusing on the learning area, involving less vocal students, and keeping order. Before the acting can begin, planning of the activity takes place. Who is going to play what characters? What is the setting? And what is the order of events? By doing this, both teacher and the students are ready to perform. In Carr and Flynn's article, the Chinese story of "Little Red Riding Hood" is acted out before the students read the book. After the dramatization the children are excited to read about how the author of the book solved the same problems they thought about solving. Nancy Knipping suggests another approach: allow the children to write their own stories on a topic related to the literature they are studying and then allow other children to act out those stories. By taking part in this activity, the author of the story is able to see how other children view the story. Dramatization can also be used to teach nonfiction literature. Lynne Putnam explains how one class learned about the operations of a beehive by acting out the various tasks of bees. (TB)

ED 376 509 CS 214 643

Penrose, Ann M., Ed.; Sitko, Barbara M., Ed.
Hearing Ourselves Think: Cognitive Research in the College Writing Classroom. Social and Cognitive Studies in Writing and Literacy.
PUB DATE- 93
NOTE- 226p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- *Audience Awareness; Cooperation; Higher Education; *Reading Research; *Reading Strategies; Reading Writing Relationship; Research Methodology; Research Skills; Revision (Written Composition); Theory Practice Relationship; *Writing Instruction; *Writing Research; *Writing Strategies
IDENTIFIERS- Carnegie Mellon University PA; *Cognitive Research; Collaborative Writing

Describing how the experiences of nine cognitive researchers have influenced college writing classrooms, this book demonstrates the critical role of the learner in interpreting and responding to the texts they read, the tasks they are assigned, and the feedback they receive from instructors, readers, and collaborators. Growing out of a project at Carnegie Mellon University (Pennsylvania), the Center for the Study of Writing, the book describes a collaborative research initiative that is

(Judith M. Buddenbaum); "Newsroom Views about Consultants in Local TV: The Effect of Work Roles and Socialization" (Dan Berkowitz and others); "An Ethnic Study of Polarization in a Multi-Channel Environment" (Don Umphrey and Alan B. Albarran); and "Information Subsidies and Agenda Building: A Study of Local Radio News" (Joseph E. Burns). (RS)

ED 376 527 CS 508 738

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, Georgia, August 10-13, 1994). Part IV: International Media.
PUB DATE- Aug 94
NOTE- 500p.; For other sections of these proceedings, see CS 508 735-744. For 1993 proceedings, see ED 362 913-925 and ED 366 041.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Broadcast Industry; Content Analysis; *Developing Nations; Ethnography; *Foreign Countries; Foreign Policy; Freedom of Speech; Higher Education; Hispanic Americans; Media Research; National Programs; *Newspapers; Racial Relations; Sex Fairness
IDENTIFIERS- Deregulation; *Media Coverage; Romance Novels; Television News

The International Media section of this collection of conference presentations contains the following 15 papers: "Testing the Interaction of the Third-Person Effect and Spiral of Silence in a Political Pressure Cooker: The Case of Hong Kong" (Lars Willnat); "The Use of Small State Variables in Research on Coverage of Foreign Policy: New Zealand and the ANZUS Crisis" (Lianne Fridriksson); "Romance Reading in the Third World: A Postcolonial Intersection of Gender, Ethnicity, and Sexuality" (Radhika E. Parameswaran); "Ethnic Culture and Television News: An Ethnographic Study of Hispanic Journalists" (Don Heider); "John William Powell and 'The China Weekly Review': An Analysis of His Reporting and His McCarthy Era Ordeal" (Fuyuan Shen); "The Growth of Television Advertising following Deregulation in Western Europe" (Debra Reece); "The South African Broadcasting Corporation's Coverage of the 1987 and 1989 Elections: The Matter of Visual Bias" (Maria Elizabeth Grabe); "From Enemies to 'Colleagues': Relations between Palestinian Journalists and Israeli West Bank Beat Reporters, 1967-1994" (Orayb A. Najjar); "Freedom of Expression and Editorial Cartoons: Political Change in Taiwan, 1972-1992" (Diana Beeson); "Content Analysis of the United States' Television Networks Coverage of Foreign News from June 11, 1983 to January 1, 1988" (Stephenie A. McLean and Maccamas M. E. Ikpah); "The Nairobi Women's Conference, the World Bank, and 'The Weekly Review': Defining Development in a Kenyan Newsmagazine" (Nancy Worthington); "Ethnic Media Serve Varied Roles: Miami's Haitian Media" (Douglas Walker); "Broadcasting for National Development in the New South Africa" (Christopher Paterson); "Postcolonial India: Journalistic Constructions: National Identity in the Contemporary Elite Indian Press: An Analysis of Selected Articles in 'The Times of India', 1991-93" (Sujatha Sosale); and "A Non Racial Political Campaign in a Racially Polarized Society: The Case of the Working People's Alliance of Guyana" (Donna A. Allen). (RS)

ED 376 528 CS 508 739

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, study methodology, data collection instruments, and codebook. (LMI)

ED 376 545 EA 026 010

Thom, Douglas J.
Educational Management and Leadership: Word, Spirit, and Deed for a Just Society.
PUB DATE- 93
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bureaucracy; *Educational Administration; Educational Finance; Educational History; Elementary Secondary Education; *Ethics; Foreign Countries; Futures (of Society); *Leadership; *Organizational Change; *Organizational Development; School Law
IDENTIFIERS- *Canada

The main goal of this book is to provide an understanding of education and effective educational leadership, now and for the future. Although the book focuses on Canada, it presents widely applicable information. It examines how and why education changes in society, and how it can be effectively managed and led. The changing order in society and education, a situation of turbulence as society moves toward a multicultural vision, is described first. Next, the goals and an historical overview of education are covered. Then, results from research on teacher professionalism, sociological theory, and, in particular, an updated theory of bureaucracy that incorporates growing collectivist action are critically applied to the turbulence within education itself. Then, the theory and practice of educational management--past and present--are outlined. Law and finance are an initial focus. Educational administration/leadership is redefined as a moral science and art within a critical knowledge context. The book culminates in the presentation of "Educational Leadership with CONSCIENCE." Seven tables and 45 figures are included. Appendices describe the context of Canadian education; teachers' and administrators' responsibilities; social order, discipline, and student rights; and leadership and team-building research materials. An index is also included. (LMI)

ED 376 546 EA 026 062

Edwards, Tony; Whitty, Geoff
Choice in English Secondary Education: Lessons for America?
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Diversity (Institutional); Educational Demand; Educationally Disadvantaged; *Equal Education; Foreign Countries; *Free Enterprise System; *Policy Formation; *School Choice; Secondary Education; Social Stratification
IDENTIFIERS- *Great Britain

Using findings of exemplary precedents in other countries for

ED 376 565 EA 026 258

Lee, Valerie E.; Smith, Julia B.
High School Restructuring and Student Achievement. A New Study
  Finds Strong Links. Issue Report No. 7.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 94
NOTE- 19p.; To see the complete research paper by Lee and Smith,
  see ED 370 210.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; Educational Change;
  Educational Environment; *High Schools; *Organizational Change;
  School Effectiveness; *School Organization; *School
  Restructuring; Secondary Education; Standardized Tests

The recent movement to restructure schools has raised fundamental questions: Can changes in school structure improve student performance? Under what conditions might some structures be more effective than others? This document presents findings from Lee and Smith's study that examined the role of school restructuring on student performance. Methodology was based on an analysis of data collected as part of the National Education Longitudinal Study (NELS) in 1988 and 1990. The standardized test scores of 11,794 students in mathematics, reading, social studies, and science were traced as they moved from grades 8 to 10. Information about the schools' reform efforts was used to classify the schools as traditional, moderate, or restructuring. Findings indicate that not only were student achievement gains in the first 2 years of high school significantly higher in the restructured schools than in the traditional schools, but those gains were also distributed more equitably. Students in the restructured schools learned more, as indicated by test results, and were more engaged than their counterparts. Students in smaller high schools made greater gains in academic performance in all four areas, and those gains were more equitably distributed across the student body. The results lend support to the communal, rather than bureaucratic, school model. The document includes commentaries by two academic researchers--Anthony S. Bryk and Milbrey W. McLaughlin--and an article by Leon Lynn, who presents interpretations of Lee and Smith's study by three experienced high school principals. Finally, comments are offered by the director and associate director of the Center on Organization and Restructuring of Schools. Three figures are included. (LMI)

ED 376 566 EA 026 260

Van Berkum, Dennis W.; And Others
Professional Development in Educational Administration Programs:
  Where Does It Exist?
PUB DATE- Aug 94
NOTE- 17p.; Paper presented at the Annual Meeting of the National
  Conference of Professors of Educational Administration (Indian
  Wells, CA, August 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; Decision Making Skills;
  *Educational Administration; Higher Education; Leadership
  Training; Learning Strategies; Problem Solving; *Professional
  Development; *Teaching Methods; *Theory Practice Relationship

ED 376 585 EA 026 289

Colopy, Kelly W.; Tarr, Hope C.
Minnesota's Public School Choice Options.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Demography; Elementary Secondary Education; *Equal Education; Free Choice Transfer Programs; Minority Groups; *Open Enrollment; *Public Schools; Rural Population; *School Choice; Urban Demography
IDENTIFIERS- *Minnesota

This document presents findings of a study that identified patterns of use among a broad array of open-enrollment options available to elementary and secondary students in Minnesota. During the period 1985-91, the Minnesota legislature passed several pieces of new legislation designed to: (1) increase the educational choices available to students, and (2) place enrollment decisions directly in the hands of students and their parents. Data were obtained from Minnesota Department of Education (MDE) files. The study addressed six research questions on trends in district-level enrollments through Minnesota's school-choice options. Findings indicate that in both Minneapolis and St. Paul, within-district choice was the mechanism most frequently used by parents. Unlike the other nine choice options, use of open enrollment was more likely to occur in smaller districts, suburban and rural districts, and higher poverty districts. Use of the school-choice options by minority students was on the rise. Minority students in the Twin Cities primarily used open enrollment and private alternative programs. Nearly 95 percent of minority students who applied to use open enrollment in 1990-91 actually enrolled in a nonresident school district in 1991-92. One figure and eight tables are included. The appendix contains a statistical table. (LMI)

ED 376 586 EA 026 290

What's Noteworthy on School Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; *Educational Assessment; *Educational Change; Elementary Secondary Education; Evaluation Criteria; Interdisciplinary Approach; Learner Controlled Instruction; *School Restructuring; Standards; *Student Centered Curriculum

The Mid-continent Regional Educational Laboratory's (McREL's) Mid-continent Alliance focuses on technical areas that must be considered by every school system that is serious about reform. This document contains four articles that focus on four important pieces of the school-reform puzzle: (1) standards and benchmarks for learning; (2) learner-centered principles, a

Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *British National Curriculum; Decentralization; Educational Assessment; *Educational Change; *Elementary Education; Foreign Countries; Longitudinal Studies; *Professional Autonomy; Quality of Working Life; School Restructuring; Teacher Motivation; Teacher Responsibility; *Teacher Role; Work Attitudes
IDENTIFIERS- *Great Britain

Great Britain's 1988 Education Reform Act demonstrates the prevailing political climate's commitment to market forces and competition as a means of increasing educational productivity. This paper presents findings of the Primary Assessment Curriculum and Experience (PACE) project, which investigated the effects of the policy change on English primary schools. The longitudinal analysis of 54 children as they moved through 9 schools (from 1989/90 to 1995/96) entailed classroom observations, teacher and pupil interviews, teacher questionnaires, and headteacher interviews. The paper considers the broad impact of change in terms of the themes of values, understanding, and power and presents an analytical framework concerning dimensions of change. Preliminary findings reveal several contradictory findings--change and resistance, commitment and demoralization, and decreased autonomy and professional development. Unfortunately, the introduction of the National Curriculum was seriously compromised because it alienated many professionally committed teachers. The reforms introduced constraint and regulation into almost every area of teachers' work. An ironic outcome has been the development of collegiality in many schools as they defend the quality of their educational service against government policies. Four figures are included. (LMI)

ED 376 607 EA 026 324

Grogan, Margaret
Aspiring to the Superintendency in the Public School Systems: Women's Perspectives.
PUB DATE- Apr 94
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; Females; *Feminism; *Leadership Styles; *Public Schools; *Superintendents; *Women Administrators

This paper presents findings of a study that investigated the reasons why more women are not in the superintendency when there are many women who are qualified and interested. Using a feminist poststructural approach, the first phase of the research consisted of a pilot case study of four women aspiring to the superintendency. The second phase involved interviews with 27 aspiring superintendents. A total of 68 announcement-of-vacancies brochures were also analyzed. Findings confirmed that the feminist-informed approaches to leadership are part of women's and other nontraditional leaders' styles, clarified the contexts within which a woman aspires to the superintendency, disabilities to try new activities and experience participation. The following chapters are included: (1) "The Case for Inclusive School and Community Recreation" (M. Sherril Moon); (2) "The Community Leisure Facilitator" (M. Sherril Moon et al.); (3) ""Strategies for Successful Inclusion in Recreation Programs" (M. Sherril Moon et al.); (4) "Finding or Creating fun in Your Community (M. Sherril Moon et al.); (5) "The Impact of Federal Legislation on Recreation Programs" (Rikki S. Epstein et al.); (6) "Environmental, Material, and Procedural Adaptations to Promote Accessibility" (M. Sherril Moon et al.); (7) "Encouraging Play Among Children with Disabilities with Commercially Available Toys" (Frances L. Kohl and Paula J. Beckman); (8) "All Kids Can Participate in General Physical Education" (Martin E. Block); (9) "Promoting Inclusive Recreation and Leisure Opportunities for Adults" (Pam Walker); (10) "A Model for Making County and Municipal Recreation Department Programs Inclusive" (Gina Wagner et al.); (11) "Including Children with Disabilities at Summer Day Camps: A Process for City-Wide Change" (M. Sherril Moon et al.); and (12) "Disability Awareness Training and Social Networking" (Laura L. Zygmunt et al.). Papers contain references. (DB)

ED 376 627 EC 303 454

Zeitlin, Shirley; Williamson, G. Gordon
Coping in Young Children: Early Intervention Practices To Enhance Adaptive Behavior and Resilience.
PUB DATE- 94
NOTE- 309p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adaptive Behavior (of Disabled); At Risk Persons; *Coping; Demonstration Programs; *Disabilities; *Early Intervention; Evaluation Methods; Family Programs; *Individualized Family Service Plans; Infants; Models; Program Development; Toddlers

This book describes an intervention framework to help young children (birth to 36 months) who have or are at risk of having a disability, to cope more effectively. The book is written for an interdisciplinary audience including service providers, administrators, researchers, and policymakers. Emphasis is on enhancing the adaptive behavior and resilience of young children and supporting their families. The first chapter introduces the coping frame of reference and the historic trends that influenced its development. The next two chapters provide the model's theoretical base with emphasis on coping resources and the elements of coping transactions. Since this model is family centered, information regarding the family as a system is provided in chapter 4. Chapters 5 through 9 provide the pragmatic structure for translating the coping-related theoretical base into effective intervention practices. Topics covered include program development, decision making, assessment, observing and analyzing transactions, intervention strategies, and supporting families. In chapters 10 and 11 the personalized decision-making model is applied to development of Individualized Family Service Plans (IFSPs) with a coping orientation. The experiences and outcomes of the COPING Demonstration Project are described in chapters 12 and 13. Chapter 14 completes the volume with a discussion of staff coping with the demands of providing early intervention

Student Evaluation; Surveys
IDENTIFIERS- *Child Study Teams; *Virginia

In response to a Virginia legislative mandate, this study examined the use of Child Study Committees (CSCs) for identifying and assessing the educational needs of children with attention deficit disorder (ADD). The study reviewed a 1986 Department of Education policy document on child studies and conducted a telephone survey of elementary, middle, and secondary schools to determine how CSCs function, especially in reference to students with ADD. The study resulted in a revision of the child study document. The new document conceptualizes the CSCs as a school-wide committee to address the needs of all students. Procedures recommend that there be only one request for assistance form, that the CSCs be able to access other school and/or community services, and that the CSCs not conduct its own student evaluations to determine student eligibility. Overall study recommendations focus on adoption by the Department of Education of the new procedures document, staff development concerning these procedures, implementation at pilot sites, and the CSC's specific role. Appendices comprise much of the document and include the legislative resolution, an outline of the original procedures document, the complete text of the revised document (as well as field review responses), telephone survey data, and intervention resources. (D)

ED 376 646 EC 303 474

Educational Interpreters in Virginia's Public Schools: Factors Affecting Supply, Demand and Training. A New Vision for Education.
PUB DATE- Oct 93
NOTE- 104p.; A report of the Educational Interpreter Standards Study Team.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Deaf Interpreting; *Deafness; Elementary Secondary Education; *Hearing Impairments; Higher Education; *Personnel Needs; *Public Schools; Pupil Personnel Services; Quality Control; State Standards
IDENTIFIERS- *Virginia

This report presents the Virginia Department of Education's study of the current standards for qualified educational interpreters for deaf and hearing impaired students and the impact of qualification standards on the supply and demand of educational interpreters. The study involved synthesis of data concerning the Virginia Quality Assurance Screening (VQAS); analysis of the qualifications of persons providing educational interpreting services; survey of interpreter qualifications, training and supply and demand issues in local school divisions; survey of interpreters regarding qualifications, training and attitudes; survey of interpreter training programs; analysis of trends in numbers of students who need educational interpreting services; and analysis of qualification requirements established outside of Virginia. Among study conclusions were: (1) The VQAS is a valid and appropriate measure for evaluating educational interpreters; (2) there is an inadequate supply of qualified interpreters, therefore, waivers of qualification standards are necessary; and (3) there is an inadequate availability of interpreting training programs in the state. Recommendations address continued use of the VQAS, waivers of qualification standards, changes in VQAS administration, the autonomy of local school performance, convenience and ease of use, reliability, safety, cost, availability, and repair and maintenance services. Technology users should determine their needs and evaluate whether the device meets these needs. The performance of the device should be evaluated with proof from objective, independent sources. Features to ensure convenience should also be considered, such as portability of the device, simplicity in use, and assembly and installation time. Ways to evaluate reliability and safety features are noted, along with what should be expected from the dealer or vendor and ways to become an informed consumer. A checklist is provided for making decisions about assistive technology. The checklist covers user questions, vendor questions, device performance evaluation, device convenience evaluation, device reliability and safety evaluation, and device practicality evaluation. (JDD)

ED 376 665 EC 303 495

Lerner, Janet W.; And Others
Attention Deficit Disorders: Assessment and Teaching.
PUB DATE- 95
NOTE- 259p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Attention Deficit Disorders; Child Rearing; *Classroom Techniques; *Disability Identification; *Drug Therapy; *Educational Diagnosis; Educational Legislation; Elementary Secondary Education; Federal Legislation; Intervention; Mainstreaming; Public Policy; Student Evaluation; Symptoms (Individual Disorders); Testing

This book on attention deficit disorders (ADD) is designed to prepare current and prospective teachers and other school personnel to teach and work with students with ADD in the schools. Part 1 introduces the field; reviews characteristics of ADD, symptoms at different stages of life, and coexisting conditions; offers a brief history of the field; and discusses the role of legislation. Part 2 reviews assessment methods, the diagnostic process, and testing instruments; describes methods that regular teachers can use in the classroom; describes interventions used by special educators; and discusses the challenges faced by a parent of a child with ADD, methods of counseling, and home management for parents. Part 3 reviews the kinds of medications administered to children with ADD; examines issues involved in using medications; and focuses on the neurobiology that underlies ADD, neurobiological theories, and current research. Appendices contain a clarification of U.S. Department of Education policy to address the needs of children with ADD, a list of support groups, and a list of videotapes and teaching and training materials. Contains approximately 300 references. (JDD)

ED 376 666 EC 303 496

Kopfstein, Rosalind
Inservice Education for Interdisciplinary Teamwork: Training and Evaluating Teams.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

secondary special education teachers in the area of transition of students with disabilities from school to adult life. The proposed teacher preparation program is built on four broad transition areas: (1) functional assessment and curricula; (2) vocational and community preparation; (3) self-determination and family involvement; (4) and interagency collaboration. A justification is offered for including each of these areas in the revised program. The program would be innovative in that: (1) the curriculum offers five knowledge-based courses in transition, (2) supervision occurs for three quarters (instead of one) and intensively focuses on secondary programming and transition practices, (3) students must satisfactorily complete a field-based transition project, and (4) students will actively participate in the Alabama Annual Transition Conference. Tables offer a comparison of current and revised program requirements, a matrix of training needs competencies and courses, and a students' program plan. Four tables present the data. (Contains 41 references.) (JDD)

ED 376 685 EC 303 515

Rogers, Bill
Behaviour Recovery: A Whole-School Program for Mainstream Schools.
PUB DATE- 94
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Change; *Behavior Problems; *Change Strategies; *Classroom Techniques; Elementary Secondary Education; Foreign Countries; Intervention; Mainstreaming; Self Evaluation (Individuals); Self Management; *Training Methods

This book offers guidance on teaching behavior to children with behavior problems, based on the premise that a small percentage of children need one-to-one modeling and rehearsal to enable them to "recover" the behaviors that those in the typical range have established already. The behavior recovery program emphasizes the whole-school nature of remediation and support for these children. It is set in the context of positive discipline practices at both the classroom and "duty-of-care" level (corridor or playground supervision). Its key feature is the educational focus toward behavioral change, which concentrates on modeling, cuing, rehearsal, record keeping, feedback, and self-checking. The primary aim is to help the student be aware of his behavior and "own" it in a way that respects the rights of others. The program also utilizes peers through classroom meetings and buddy systems. Techniques for motivating students with behavior problems are outlined. Discipline methods are discussed, such as time out, cool-off time in the classroom, supported exit, and classroom rotation. Methods for helping the student manage anger are also described, such as assertive behavior, peer involvement, and positive ignoring. Teachers are encouraged not to make excuses for the child's behavior by blaming the home environment and not to assume that the child cannot change. Several case studies illustrate use of the techniques. (Contains 57 references.) (JDD)

ED 376 686 EC 303 516

Alant, Erna

Recordings
IDENTIFIERS- *Asia (East)

This paper discusses the use of video cameras as a teaching tool in English-as-a-Foreign-Language (EFL) classrooms, with emphasis on their use in EFL college courses in East Asian countries. The paper reviews the availability and use of video cameras, especially for instructors who may be unfamiliar with their operation. Language teachers can use video cameras to record student dialogues and role plays, reviewing the tape with students to critique language usage and grammar. The recording of humorous or student-created skits can heighten student interest in such activities. The re-recording of dialogues and skits allows students to compare their most recent performance with earlier renditions. Overall, the use of video cameras in the EFL classroom allows students to analyze their own speaking abilities, observe their own body language, and become more self-critical of their abilities. Teachers can use exceptional performances as examples for future classes. An appendix lists helpful hints for using the video camera in the classroom. (MDM)

ED 376 706 FL 022 551

Beardsmore, Hugo Baetens, Ed.
European Models of Bilingual Education. Multilingual Matters: 92.
PUB DATE- 93
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Basque; *Bilingual Education; *Bilingual Education Programs; Danish; Dutch; Elementary Secondary Education; Foreign Countries; French; German; Government Role; Immersion Programs; Language Attitudes; Language Maintenance; Minority Groups; Models; *Multilingualism; Program Descriptions; Public Policy; Second Language Instruction; Uncommonly Taught Languages; Welsh
IDENTIFIERS- Catalan; *Europe

This collection of 10 papers focuses on multilingual education programs and policies in Europe, concentrating on publicly-funded, non-elitist programs. The papers include: (1) "Bilingual Education in Wales" (Colin Baker); (2) "Catalan and Basque Immersion Programmes" (Josep Maria Artigal); (3) "Bilingual or Bicultural Education and the Case of the German Minority in Denmark" (Michael Byram); (4) "The Problem of Pedagogy versus Ideology: The Case of a Danish-German Bilingual School-Type" (Bent Sondergaard); (5) "The Bicultural Programmes in the Dutch-Language School System in Brussels" (Johan Leman); (6) "Trilingual Education in the Grand Duchy of Luxembourg" (Nathalie Lebrun and Hugo Baetens Beardsmore); (7) "The European School Model" (Hugo Baetens Beardsmore); (8) "The German Model of Bilingual Education: An Administrator's Perspective" (Nando Masch); (9) "Bilingual Geography: A Teacher's Perspective" (Irene Drexel-Andrieu); and (10) "Bilingualism and Information Technology: The Welsh Experience" (Dafydd Price and Colin Baker). Each chapter contains a list of references. (MDM)

ED 376 707 FL 022 571

Oxford, Rebecca
Language Learning Strategies: An Update. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

items in three groups forming a learning hierarchy: numbers; operations; and applications. These groups are subdivided into 14 categories for more precise treatment. The second part contains annotations for terms from part one that are found especially interesting or problematic. In some cases, it is urged that a term be eliminated from pre-algebra. In addition, tips on improving classroom instruction are offered. The third part suggests diagnostic assessment techniques to test student mastery of the language of mathematics. In this section, guidance is offered in creation of such diagnostic measures, not yet available commercially. Many sample test items are included. Technical words and phrases are also indexed. (MSE)

ED 376 726 FL 022 596

Wortham, Stanton; Locher, Michael
Implicit Moral Messages in the Newsroom and the Classroom: A Systematic Technique for Analyzing "Voicing."
PUB DATE- 94
NOTE- 25p.; Paper presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (8th, Urbana, IL, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; *Discourse Analysis; Educational Strategies; Fiction; *Language Patterns; Language Role; Language Styles; Language Usage; *Literature Appreciation; *Moral Values; *Narration; *News Reporting; Pragmatics
IDENTIFIERS- Bakhtin (Mikhail); *Voice (Rhetoric)

The use of rhetorical voice in literature and news reporting is examined and its implications for classroom study of literature are discussed. Analysis is based on Mikhail Bakhtin's theory of the novel and the definition of "voice" as an identifiable social role or position that a character enacts, and "ventriloquation" as the introduction of the author's voice. The theory of voice and ventriloquation is outlined and then applied to the speech of classroom literature teachers and news broadcasters. It is proposed that the theory can also be used to uncover implicit moral messages in these two forms of discourse. Five textual devices used to represent voices and evaluate them are identified and discussed: reference and predication; metapragmatic descriptors; quotation; evaluative indexicals, or tokens of particular language registers; and epistemic modalization, or comparison of epistemological status of the narrating and narrated events. Examples are drawn from literary works, teacher talk in a ninth-grade English literature class, and segments of television news broadcasts. Potential application of this approach to remove (or accept responsibility for) bias in reporting, teaching English-as-a-Second-Language, and improving communication in general are noted. (MSE)

ED 376 727 FL 022 599

Belcher, Diane, Ed.; Braine, George, Ed.
Academic Writing in a Second Language: Essays on Research and Pedagogy.
PUB DATE- 95
NOTE- 441p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

(YLB)

ED 376 277 CE 067 501

Fair, Helena J.; Cooper, Mitch
Handbook for Teachers of Health Science Technology Education.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 94
NOTE- 151p.; For related documents, see CE 067 502-503.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Responsibility; Advisory Committees; *Allied Health Occupations Education; Annotated Bibliographies; Check Lists; *Classroom Techniques; Clinical Experience; Competency Based Education; *Cooperative Education; High Schools; Instructor Coordinators; Program Administration; Public Relations; Recordkeeping; Records (Forms); Resource Materials; Statewide Planning; Student Evaluation; Student Organizations; Teacher Qualifications; *Teacher Responsibility; Teaching Guides; Teaching Methods; *Technology Education
IDENTIFIERS- Health Occupations Students of America; *Texas

This guide is intended as a central source of information for teacher-coordinators and school administrators who are responsible for implementing health science technology education (HSTE) programs in Texas. Section I contains various introductory materials, including an outline of qualifications for HSTE teachers and information on professional organizations/activities. Discussed in section II are the following topics pertaining to administrative responsibilities: teacher-coordinators, classroom facilities/equipment, student files, program management reports, advisory committees, substitute teachers, public relations and promotional activities, and closing out the school year. Section III examines the following topics related to instructional strategies and responsibilities: the HSTE program (competencies, teaching strategies, and student selection); cooperative education (establishing a program, working with training sponsors, placing students, and visiting sites); clinical rotation (establishing and overseeing programs); and other teaching strategies (establishing laboratory programs and addressing special needs). Presented in sections IV and V are 24 sample forms used in HSTE programs and lists of the following: curriculum and reference materials; anatomical models, equipment, and emergency products; educational software for students and teachers; and videos. Section VI discusses Health Occupations Students of America chapter management. (MN)

ED 376 278 CE 067 502

How To Survive Your First Year. A Handbook for New Teachers in Health Science Technology Education.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 94
NOTE- 88p.; For related documents, see CE 067 501-503.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

points of interest from all the vignette studies; Chapter 8 comprises a brief overall summary drawn from both the national survey and the vignette studies. (YLB)

ED 376 295 CE 067 537

Kozek, Ed; Faught, Suzanne G.
Petroleum, Convenience, & Automotive Marketing Student Book and Answer Book/Teacher's Guide.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 94
NOTE- 252p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Parts Clerks; Career Education; Career Ladders; Careers; *Distributive Education; Fossil Fuels; Instructional Materials; Learning Activities; *Marketing; Oil; *Petroleum Industry; Postsecondary Education; Salesmanship; Sales Workers; Service Occupations; *Service Workers; Teaching Guides

This student manual and answer book/teacher's guide focus on the industry-specific information and skills needed by students who plan to enter, or who may already be receiving, training in a petroleum-related business, such as a full-service gas station, convenience store, or automotive specialty service shop. The student manual contains 16 assignments divided into these parts: beginning one's training, gaining product knowledge, applying marketing concepts, and employment opportunities. Each assignment consists of a list of objectives, informational material, summary, and review questions. The answer book/teacher's guide contains the following: suggestions for using the publication for independent study and classroom instruction; assignments and objectives correlated with competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS); SCANS competencies and skills; and answers to the questions found at the end of each assignment. Additional learning activities are provided for each assignment. Each activity follows this format: objective, background, instructions, and all necessary information or examples. A series of brief summative quizzes with answer keys, one for each assignment, provides an alternate method of student assessment. (YLB)

ED 376 296 CE 067 539

Faught, Suzanne G.
Marketing Internships: A Planning and Implementation Guide.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Education); Corporate Support; *Distributive Education; *Internship Programs; *Marketing; Needs Assessment; On the Job Training; Postsecondary Education; *Program Development; Program Implementation; School Business

Maddy-Bernstein, Carolyn; And Others
Local Accountability Systems: Addressing Perkins Mandates for Special Populations.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Educational Assessment; *Evaluation Methods; Models; Postsecondary Education; Program Development; *Program Evaluation; Secondary Education; *Special Needs Students; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This document is designed to help local and state educators improve their vocational education accountability systems, as mandated by the Carl D. Perkins Vocational and Applied Technology Act of 1990. The handbook is organized in three parts. Part I focuses on measuring the success of programs serving students who are members of special populations and improving programs that do not meet the established standards. It offers guidelines on how to enact a single, comprehensive accountability system that satisfies the requirements of the Perkins Act. Part I also contains a discussion of incentives within accountability systems that are designed to encourage service to targeted groups or students with special needs. In addition, Part I provides examples of how a secondary and postsecondary accountability system are implemented and presents activities prescribed under the Perkins Act for improving the education of all students including those from special populations. Part II provides examples of performance measures and standards that were adapted from selected states' accountability systems. Part III presents definitions of relevant terms taken from the Perkins Act Final Regulations and suggested operational definitions gleaned from some statewide accountability systems. Selected sections from a high school performance evaluation system and from the Minnesota State Board of Technical Colleges Accountability System are appended. Contains 19 references. (KC)

ED 376 314 CE 067 595

Women Workers: Trends & Issues, 1993 Handbook.
PUB DATE- 94
NOTE- 270p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Demand Occupations; Employed Parents; *Employed Women; Employment; *Employment Level; *Employment Practices; Employment Projections; Employment Statistics; Flexible Working Hours; *Labor Force; Labor Legislation; Sex Discrimination

This handbook offers a comprehensive view of the labor force activity of women in the United States and describes a range of legal and socioeconomic developments that have had an effect upon women's participation and progress in the work force. Through numerous statistical charts and tables, the book depicts change and reactions to change in the composition of families as well as in the workplace. The book is organized in 14 chapters that cover the following: (1) women in the work force; (2) occupations of working women; (3) women's earnings and income; (4) minority women workers; (5) women business demonstrable gains in reading grade level and were able to work on daily survival skills while also being able to discuss their concerns, frustrations, and progress in a support group setting. (Attached are outlines of the life skills curriculum and support group sessions and participants' pretest/posttest scores on the Test of Adult Basic Education.) (MN)

ED 376 333 CE 067 626

Continuing the Exploration of Books: A Family Literacy Program for Challenged Adults. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Behavioral Objectives; Demonstration Programs; *Family Programs; Functional Literacy; *Intergenerational Programs; Learning Activities; Lesson Plans; *Literacy Education; *Mild Disabilities; Program Development; Program Effectiveness; *Reading Aloud to Others
IDENTIFIERS- 353 Project; *Family Literacy; Pennsylvania

A family literacy program was developed for families containing young children and learning-challenged adults whose limited reading skills made it impossible for them to read aloud to their children. The program's primary objective was to upgrade the parents' reading skills and knowledge of children's literature. The program was staffed by a literacy coordinator, reading instructor, and paraprofessional and was targeted toward parents currently enrolled at the Dr. Gertrude A. Barber Center in Erie, Pennsylvania. The program was designed for a class of no more than 15 parents. Each of the 20 class meetings held between December 1993 and April 1994 was organized around a specific theme and included oral reading sessions and theme-related activities. According to the project staff, parent participants not only became aware of the benefits of reading to their children but also achieved significant gains in sight vocabulary, oral reading skills, reading comprehension, and self-esteem. (Included are 20 sample lesson plans for classes on the following themes: computers, multicultural awareness, dogs, Christmas, Dr. Seuss, family, Dr. Martin Luther King/peace, Sesame Street, hygiene/safety, Valentine's Day, cats, colors, seasons, love, nature, the environment, self-esteem, nutrition/cooking, manners, and reading in front of a video camera.) (MN)

ED 376 334 CE 067 627

Counseling and Life-Coping Workshops for Unemployed Workers.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 94
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Coping; Daily Living Skills; Educational Counseling; *Individual Counseling; *Job Search

tutor handbook are found the following: program philosophy, the tutor's role, characteristics of adult students, learning styles, instructional strategies, learning disabilities, tutoring tips, student goals checklists, why students drop out, lesson planning, and a selected bibliography listing seven references. Four appendices are included. Appendices A and B contain forms, surveys, and resources referenced in the procedures manual and tutor training resource manual. Appendix C is a publication, "A Learning Disabilities Digest for Literacy Providers," that can be used as a reference for locating more information on the topic. Appendix D is a brief bibliography and list of contributors. (KC)

ED 376 352 CE 067 659

Rance-Roney, Judith A.; Ditmars, Jane W.
How Adults Read. A Staff Development Curriculum.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 170p.; Original version produced at Northampton Community College, 1990.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Development; *Adult Learning; *Adult Literacy; Adult Reading Programs; Classroom Techniques; Functional Literacy; Independent Study; *Inservice Teacher Education; Learning Disabilities; *Literacy Education; Models; Motivation Techniques; Psychological Patterns; Reading Comprehension; Reading Habits; *Reading Instruction; Reading Processes; Reading Strategies; Records (Forms); Recreational Reading; Self Esteem; Self Evaluation (Individuals); Student Evaluation; *Teaching Methods; Tutors; Whole Language Approach
IDENTIFIERS- 353 Project; Empowerment; Family Literacy

This textbook/sourcebook and accompanying trainer's guide, which were issued as part of a project to republish important staff development project reports/materials, are updated and repackaged versions of a staff development curriculum in adult literacy and learning. The first part of the sourcebook contains 20 "keys" or quick overviews of the following topics: the teachable moment, empowerment, motivation, functional literacy, good reader habits, prior knowledge, practice versus perfection, stages of reading, methodology, comprehension, perceptual modes, whole language, self-monitoring, self-esteem, learning disabilities, adult approaches, pleasure reading, teacher and tutor, independence, and family literacy. Presented in the second part of the sourcebook are five chapters on the following topics: literacy training models, assessment in adult literacy, the reading process, adult reading theory, and a psychological/sociological profile of the adult reader. Concluding the sourcebook are a summary, 296-item bibliography, and glossary. The trainer's guide contains the following: guidelines to using the curriculum and keys, considerations for program administrators and trainers, determining which keys to use, an inservice program announcement, and general/session evaluation forms. Also included is a final report entitled, "Second Wind: Republishing Important Staff Development Projects To Reach More Adult Educators," summarizing the project to republish important adult education materials. (MN)

ED 376 353 CE 067 660

and sample activities. Section 1--Background Information contains information about learner-centered teaching methods, such as discussion, building background knowledge, emphasizing meaning, and collaborative learning. The information is illustrated with union materials. Section 2--Curriculum Materials includes the following: ideas for open sessions; language arts and mathematics activities to accompany An Overview of Health Care Benefits, Pension Plan for Hospital and Health Care Employees, and the union contract; and ideas for a culminating project. Section 3--Appendixes contains a list of 33 resources and related readings to learn more about worker-centered methods, materials, and programs; response sheets to record reactions and responses to activities; and a list of terminology. (YLB)

ED 376 370   CE 067 694

Cort, Maureen; Disario, Nancy
Point Yourself in the Right Direction. Workplace Literacy Self-Test. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Informal Assessment; *Literacy Education; *Numeracy; *Self Evaluation (Individuals); Test Construction; Test Content; Testing
IDENTIFIERS- 353 Project; *Workplace Literacy

An informal workplace literacy self-test was developed to enable employees to assess their math and reading skills and decide whether to enroll in appropriate literacy programs. The math section of the test consisted of 15 questions; the reading section consisted of 10 questions. The test was quick, confidential, self-administered, and self-scoring. The self-test was field tested at an open house at a local manufacturing company. An anonymous survey that consisted of a 10-question evaluation was designed to accompany the test; copies were sent to six local adult literacy professionals for their review. The effectiveness of the test was not evaluated because the time frame of the grant did not coincide with the establishment of workplace literacy programs. (An 18-item bibliography and the survey are appended. The report is accompanied by a packet which consists of the workplace literacy self-test, directions, and answer sheet and a guide for employers. The self-test includes a reading section with 10 questions to be answered following a paragraph and a math section with 15 problems. An answer key for self-scoring is also provided. The guide for employers outlines the purpose, advantages, and outcomes of the self-assessment test, describes the contents of the test, and provides directions for using the test.) (YLB)

ED 376 371   CE 067 695

Mundie, Karen; And Others
A Written Recruitment Plan for ABE/Literacy Programs. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jul 94
NOTE- 53p.

specifics of their job performances in daily practice. Also discussed are the prerequisite knowledge and skills for rehabilitation counselors, desirable psychological counseling skills, and issues in career counseling versus career guidance, case documentation, and vocational rehabilitation counselor education. Emphasis on improved training could especially benefit the large number of individuals employed as vocational rehabilitation counselors who do not have an educational background in rehabilitation or social services. There should, above all, be a renewed emphasis on the understanding of dynamics of interpersonal relationships and of human communication and interaction, which lie at the heart of the technology of counseling. Rehabilitation counselors should look for ways to constantly improve their proficiency in these areas. Contains 142 references. (CC)

ED 376 390 CG 025 766

York, Mary
Self-Esteem of Children in Fourth through Sixth Grades with Working and Non-Working Mothers.
PUB DATE- 94
NOTE- 96p.; Master of Science Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; *Anxiety; *Elementary School Students; Employed Parents; *Family Life; Intermediate Grades; *Mothers; *Parent Child Relationship; *Self Esteem; Sex Differences
IDENTIFIERS- Kansas

Many factors have been associated with the varying levels of self-esteem among children. Researchers disagree on the relative importance of many factors, including maternal employment, anxiety, family happiness, and family structure. This study was conducted to investigate associations between the above-mentioned factors and gender, grade level, and self-esteem in 210 fourth through sixth grade students from Western Kansas. Four measurement instruments were used. Results included the following: children reporting happy families scored higher in self-esteem than those perceiving unhappiness at home; children with low anxiety had better self-esteem than those reporting high anxiety; girls reported better self-esteem than boys; and 4th-graders had larger self-esteem scores than the older children. These results support other research reporting strong relationships between family happiness and self-esteem and anxiety and self-esteem. However, they contradict findings that working mother's children suffer higher levels of stress, and that divorce tends to be traumatic for most elementary school children. Six tables present the data. Includes 7 appendixes and survey instruments. Contains 52 references. (CC)

ED 376 391 CG 025 767

Esplund, Dona L.
Factors Associated with Attitude toward Alcohol in Small High Schools.
PUB DATE- 94
NOTE- 99p.; Master of Science Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)

PUB DATE- 93
NOTE- 107p.; Doctor of Education Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Ancillary School Services; Children; Community Programs; Community Services; Elementary Secondary Education; Family Involvement; Family Role; *Family School Relationship; Guidance Programs; *Partnerships in Education; *Rural Education; *School Community Programs; School Counselors

The Family Resource Center (FRC), a recent concept in school-linked services, features a holistic approach to family-school-community collaboration. This practicum addresses four objectives: (1) to document baseline data on original FRC clients; (2) to develop a system for on-going case management facilitation; (3) to identify areas of effectiveness and impact of FRC function on clients and the service delivery system; and (4) to increase public and professional awareness of "what works" in this school-based setting. A service history document, a client/participant survey, and a service provider survey for this study were developed. Forty-nine clients answered surveys while twenty-two service providers responded to questionnaires. Data analysis revealed five conditions: (1) cultural differences in initial client referrals to FRC services; (2) grade level variance in type and volume of need category services for at-risk clients; (3) satisfaction and usefulness indices of FRC efforts for recipients and providers; (4) documentation of systems change within the human service delivery systems; and (5) indicators of FRC impact on client behavior. The FRC has the potential to stimulate the development of a community infrastructure for the support of children and families. Five appendices feature copies of client service record, a survey, and demographic forms. Five tables present some of the statistical distributions. Contains 10 references. (RJM)

ED 376 410   CG 025 821

Krutilla, Jennifer O.
Rural Cocaine/Polydrug Abusing Families and Young Children: An Ethnographic Study of Intervention Needs.
PUB DATE- 19 Feb 93
NOTE- 57p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (16th, Clearwater Beach, FL, February 17-22, 1993). For a related document, see ED 354 670.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cocaine; Crack; *Drug Abuse; Early Intervention; *Ethnography; Family Problems; Illegal Drug Use; *Infants; Intervention; Rural Population; Rural Sociology; *Young Children
IDENTIFIERS- Crack Babies; South Carolina

Researchers have identified three variables to explain the diversity among children born to cocaine/polydrug using women: (1) the dysfunctional family histories of the maternal user; (2) the purity, dosage, and regularity of illicit drugs used during pregnancy; and (3) subsequent mother-child interaction following birth and during formative developmental milestones. This investigation examines the authenticity and relatedness of drug-exposed children in both foster and biological homes and compares and contrasts the findings to another vulnerable population, pre-term infants. The researcher studied the self-consciously political in their interactions with parents, the larger community, with politicians, with those who would attack whole language on political grounds, and among themselves; (2) avoid adopting a new technique or activity until they are certain it is consistent with their beliefs; (3) protect those having whole language practices forced on them with the same fervor with which they support whole language; and (4) become more aware of the child centered movements which preceded whole language, and more aware of what is happening in schools. (Contains 14 references.) (RS)

ED 376 430   CS 011 872

Mason, Ronald B.
A Study Comparing Two Methods (Teacher Directed Skills and Collaborative) of Teaching Reading Comprehension to College Reading Improvement Students in a CUNY Four Year College.
PUB DATE- 93
NOTE- 193p.; Ed.D. Dissertation, Teachers College, Columbia University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Cooperative Learning; Higher Education; *Instructional Effectiveness; *Reading Improvement; Reading Research; *Reading Skills; *Remedial Reading; *Teacher Behavior; Teacher Effectiveness
IDENTIFIERS- City University of New York John Jay College

A study compared the effectiveness of collaborative teaching and the more traditional skills based approach to remedial reading instruction. The Descriptive Test of Language Skills (DTLS) was used as a placement/exit test and a pre/posttest instrument. Two instructors taught a total of 50 subjects (who were good decoders but poor comprehenders) in four Communication Skills 101 classes at John Jay College (City University of New York). Each instructor taught one class employing the teacher-led bottom-up approach (skills method) and one class using the interactive, collaborative teaching approach. Results indicated that: (1) approximately one-third of the subjects were able to pass the DTLS at the end of the semester; (2) students taught using the collaborative method scored lower on pretests than students taught using the skills method; (3) the collaborative method was not statistically significantly better than the skills method in improving students' DTLS scores; (4) the teacher variable was significant on scores on the Stanford Diagnostic Reading Test, but not on the DTLS; (5) whether they passed or failed the DTLS, students in the collaborative group found the instructional approach to be more to their liking than the skills group; (6) "teacher A" adhered to the structure for skills classes and had more success with the skills method when adjusted posttest scores were considered; and (7) "teacher B" adhered more closely to the intended lesson structure for collaborative classes, but teacher A had more success with the collaborative method. (Contains 235 references and 11 tables of data. Appendixes present data, survey instruments, study guides, and syllabi.) (RS)

ED 376 431   CS 011 873

Holland, Earlene L.
The Superintendent's Role in Developing a Community of Readers in Indiana Middle-Grades Schools.
PUB DATE- Aug 94

ED 376 451 CS 011 893

Stahl, Steven A.; And Others
Six Teachers in Their Classrooms: A Closer Look at Beginning Reading Instruction. Technical Report No. 606.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Grade 1; Primary Education; *Reading Instruction; Reading Research; *Teacher Behavior; Teacher Student Relationship; *Teaching Methods; *Theory Practice Relationship; *Writing Instruction

A study addressed the problem of making accurate descriptions of how teachers in first-grade classrooms help their students learn to read and write. It also related the approaches to reading instruction that teachers use to their students' views of reading and their achievement at the end of first grade. For the study, information was gathered from classroom observations, teacher interviews, discussions with students, and assessments of their progress. Findings showed that many of the differences among first-grade classrooms within any type of approach to reading instruction arise from differences in implementation. Observations and discussions confirmed the belief that most teachers of beginning reading are eclectics, engaging their students in activities that have been found to be effective, regardless of the program, approach, or method they profess to be using. In general, teachers pull from the repertoire of activities that come from their own experience and convictions, and fashion programs that vary, according to the needs of the children in their classrooms and what their own experiences tell them will work. They are influenced by theory, but adapt it to their own ways of working with students. (Contains 27 references, 1 table, and 2 figures containing several tables of data). (Author/SR)

ED 376 452 CS 011 896

Ransom, Peggy E.; Weisenbach, E. Lynne
Perceptions of Pre-Service Elementary Education Students after a Reading Course and Following Student Teaching.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Elementary Education; Higher Education; *Preservice Teacher Education; *Reading Instruction; Reading Research; *Student Attitudes; *Student Teaching; *Teacher Attitudes
IDENTIFIERS- Ball State University IN; University of Indianapolis IN

A study investigated elementary education students' perceptions after a reading methods course and after a student teaching assignment. Subjects, 90 Ball State University students and 10 University of Indianapolis students, were asked the same three questions after finishing a reading class and after a student teaching assignment. Results indicated that: (1) metacognition and use of context were statistically significant after the reading class in terms of what happens in the students' minds instruments, a list of strategies to help young readers, and rules for book conversations are attached. (RS)

ED 376 470　　　　CS 214 592

Hewitt, Geof
A Portfolio Primer: Teaching, Collecting, and Assessing Student Writing.
PUB DATE- 95
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Classroom Environment; Elementary Secondary Education; Evaluation Methods; Evaluation Problems; *Portfolio Assessment; Portfolios (Background Materials); *Student Evaluation; *Writing Evaluation; *Writing Instruction; Writing Processes
IDENTIFIERS- Alternative Assessment; Vermont

Intended for teachers of all subjects, grades 3 through 12, this book explains how teachers can build a community of writers in which the students use portfolios to demonstrate progress and accomplishment across the curriculum. The book outlines practical strategies for ensuring that every student explores a variety of meaningful challenges. The book provides generous samples of student work, including two portfolios reprinted in their entirety, as well as a variety of tools for formal and informal assessment. Chapters in the book are: (1) A Practical History of Vermont's Portfolio-Based, Statewide Writing Assessment Program; (2) Music and White Noise; (3) Portfolios and the Writing Process; (4) Teacher Experimentation, The Writer's Attitude, and Student Ownership; (5) Creating and Using Portfolios; (6) Steven's and Abbie's Portfolios; (7) Developing and Teaching to Specific Criteria; (8) The Politics of Large-Scale Assessment; (9) Portfolios, Goal-Setting, and Self-Assessment; (10) How Soon Reliability (A Little Jab at the Statisticians); and (11) The Future of Portfolio-Based Writing Assessment. A glossary of terms, a glossary of writing techniques, a list of "obvious" principles for large-scale assessment; and a 162-item bibliography of books and periodicals on writing are attached. Contains 21 references. (RS)

ED 376 471　　　　CS 214 593

Sydow, Debbie L.
Composition Theory: Taking It Apart and Putting It Back Together Again.
PUB DATE- Mar 94
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Expressionism; Higher Education; Writing Instruction; *Writing Processes
IDENTIFIERS- *Composition Theory; *Social Constructivism

Despite the fact that social constructivism is accepted as the guiding theory in Composition, that this theory is the field's theoretical center of gravity, it does not account for, nor

Education; *English Curriculum; English Instruction; *Intellectual Freedom; Legal Problems
IDENTIFIERS- *Educational Issues; English Teachers; First Amendment; *National Council of Teachers of English; Pressure Groups

This compilation of materials from the SLATE (Support for the Learning and Teaching of English) Steering Committee of the National Council of Teachers of English reflects the ongoing concerns and discussions that SLATE has held about the free exchange of thoughts and ideas throughout its history. The collection contains "starter sheets" and newsletter articles, dealing with any aspect of intellectual freedom, that have been published in Volumes 1-17 of the SLATE newsletter since its inception in 1976. The materials in the collection, while indicating their original publication dates, are arranged by the following broad categories: (Part 1) NCTE Actions and Activities; (Part 2) First Amendment Issues; (Part 3) Curriculum, Instructional Materials, and Textbooks; (Part 4) Affiliate Actions and Resolutions; and (Part 5) Legislation. The collection includes approximately 70 articles. Each part of the collection is arranged primarily in chronological order; however, articles on the same topic are grouped together. Part 1 discusses NCTE's involvement in court cases, writing resolutions, providing materials for teachers and schools facing challenges, activities of the Committee against Censorship, and offering a model for state legislation based on "The Students Right To Read." Part 2 examines First Amendment issues. Part 3 presents four Slate "starter sheets" addressing issues of censorship, selection, and developing rationales for instructional materials. Part 4 covers affiliate actions and resolutions. Part 5 provides accounts of legislative actions concerning issues of intellectual freedom. (NKA)

ED 376 490 CS 214 616

Westcott, Warren, Ed.; Westcott, Holly Ed.
Carolina English Teacher 1994/1995.
PUB DATE- 94
NOTE- 60p.; For 1992/ 1993 edition, see ED 359 543.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- American Indian Literature; Childrens Literature; *Cultural Differences; Elementary Secondary Education; English Curriculum; English Instruction; Higher Education; Literature Appreciation; Multicultural Education; *Peer Evaluation; *Peer Groups; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Winthrop College SC

This journal contains a wide ranging collection of articles on teaching English at all levels. Articles include: "Why Can't My Students Do It My Way?" (Thomas C. Thompson); "The First Step Is Fluency: An Interview with Richard Marius" (Carroll Viera); "Teaching Writing: The Dilemma" (Janet Sanner); "Teaching American Indian Literatures in South Carolina's Classrooms" (Jim Charles); "The World of Children's Literature: The Eleanor Burts Collection at Winthrop University" (Terry L. Norton and Ron Chepsiuk); "Bridging Cultures Through Literature" (Ron Carter); "Communicating With Supervisors: Teaching Reading, Writing, Speaking, Viewing, and Listening in Applied Communications" (Janet T. Atkins); "Does Participation in a Writing Institute Have Lasting Effect on Teaching Behaviors and Continued Learning of Former Participants?" (Nell Braswell and Joye P. Berman); "Reading Closely and Reading Widely: Recent Young Adult Novels for Middle School" (Harriett Williams); and interdisciplinary in nature. The teaching activities described in each chapter of the book are grounded in a strong belief in the value of critical reflection in learning processes. The book also develops the concept of the research-based classroom, a classroom in which students actively examine the processes and contexts of reading and writing and then turn their observations into principles for practice. Chapters in the book are: (1) "Introduction: Studying Cognitive Processes in the Classroom" (Ann M. Penrose and Barbara M. Sitko); (2) "Beyond 'Just the Facts': Reading as Rhetorical Action" (Christina Haas); (3) "Exploring the Relationship between Authorship and Reading" (Stuart Greene); (4) "Writing and Learning: Exploring the Consequences of Task Interpretation" (Ann M. Penrose); (5) "Reading to Argue: Helping Students Transform Source Texts" (Lorraine Higgins); (6) "The Library Revisited: Exploring Students' Research Processes" (Jennie Nelson); (7) "Decision-Making during the Collaborative Planning of Coauthors" (Rebecca E. Burnett); (8) "Revising for Readers: Audience Awareness in the Writing Classroom" (Karen A. Schriver); (9) "Exploring Feedback: Writers Meet Readers" (Barbara M. Sitko); and (10) "Using Conferences to Support the Writing Process" (Betsy A. Bowen). An appendix discusses conducting process research. (RS)

ED 376 510   CS 214 644

Livingston-Webber, Joan
How Sassy Are Grrrl Zines?
PUB DATE- 17 Mar 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994). Project supported in part by a grant from the University of Nebraska at Omaha Committee on Research.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; *Creative Writing; Females; *Feminism; Higher Education; Language Role; *Literary Genres; *Periodicals; *Popular Culture; *Sex Role; Writing Instruction
IDENTIFIERS- Empowerment; *Zines

According to Lawrence Chua, "zines" are "xeroxed broadsides" which "make marginality their starting point, empowering voices excluded from the slicker journals." According to "Ms," they are "downsized stapled rags...often defiantly tasteless." A subgenre of zines, "Grrrl zines" are those written, produced, and distributed by young women, usually those of the 20-something generation and younger. Swearing, obscenities, scandalous, provocative language are important elements in the arsenal the grrrl zines throw at the mainstream window from their fringe. Their statements of purpose say, in essence, that they exist to give young women a voice, to find others, to build community, to reassure and be reassured. Exhorting women to "do something?" is an element of almost all the grrrl zines. Feminist in their orientation, zines are very critical of mainstream magazines such as "Sassy," which they maintain are not sassy at all but sexist and oppressive in their ideas about who women should be. Of Sassy, "Riot Grrrl NYC" writes, "their format of visuals is the same as all other magazines with a female audience--thin, very attractive models." It is a genre that empowers, but the possibility of incorporating it into writing courses is limited because it is too forceful and intense for the classroom. To tame its conventions would be to

Georgia, August 10-13, 1994). Part V: Media and Technology.
PUB DATE- Aug 94
NOTE- 298p.; For other sections of these proceedings, see CS 508 735-744. For 1993 proceedings, see ED 362 913-925 and ED 366 041.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communications Satellites; *Computer Mediated Communication; Decision Making; Higher Education; *Ideography; Input Output Devices; Keyboarding (Data Entry); *Mass Media; Media Research; Online Systems; Organizational Communication; *Technology; Videotape Recorders
IDENTIFIERS- Digital Imagery; Document Image Processing; High Definition Television; Information Superhighway; Open Meetings

The Media and Technology section of this collection of conference presentations contains the following 10 papers: "Carpooling on the Information Superhighway" (Lorna Veraldi); "New Media Departure in 'The Principle of Relative Constancy': VCRs" (Ghee-Young Noh); "Why the Western Design Approach Does Not Work for Asian Language Computers" (Virginia Mansfield-Richardson); "Cross-Media Response to Digital Manipulation of the Still and Moving Images" (George Albert Gladney and Matthew C. Ehrlich); "Over Their Heads: The Plan to Use Satellites to Broadcast High-Definition Television" (Brad Thompson and Robert Trager); "Decision-Making through Computer-Mediated Communication Systems in Organizations" (Linlin Ku); "Synchronous and Asynchronous Forums in Cyberspace for Theoretical Dialectic" (Joseph M Kayany and Michael W. Rowley); "Does the Sun Shine in Cyberspace? Electronic Access and State Open-Meetings Laws" (William J. Leonhirth); "Play Theory and the News Content of Interactive Media" (Jane B. Singer); and "A Theoretical and Normative Approach to National Information Infrastructure Policy" (Richard J. Schaefer). (RS)

ED 376 529 CS 508 740

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, Georgia, August 10-13, 1994). Part VI: Mass Media Effects.
PUB DATE- Aug 94
NOTE- 376p.; For other sections of these proceedings, see CS 508 735-744. For 1993 proceedings, see ED 362 913-925 and ED 366 041.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agenda Setting; Audience Analysis; Content Analysis; Electronic Mail; Information Sources; *Mass Media Effects; *Mass Media Role; Media Research; Newspapers; *News Reporting; Public Opinion; Television
IDENTIFIERS- *Media Coverage

The Mass Media Effects section of this collection of conference presentations contains the following 13 papers: "The Nature of the Public's Objections to Television Programs: An Examination of Third-Person Effects" (Guy E. Lometti and others); "An Examination of the Relationship of Structural Pluralism, News Role and Source Use with Framing in the Context of a Community Controversy" (Cynthia-Lou Coleman); "Covering Xenophobia: Mass Media and the 'Holocaust Denial' Controversy" (Allen W. Palmer and D. Jeffrey Welch); 'The Third-Person Effect and Social Distance: Exploring Who are the 'Others'" (Joan Conners); "'Omigoditsthebigone!'": Uses of an Electronic Bulletin Board (EBB) Following the Great Quake of 1994" (Maryl Neff and James what another country hopes to emulate or avoid is a common practice in policy discourse. This paper argues that recent British moves toward greater choice and diversity in secondary education should neither be prematurely judged as successful within their own context nor applied "straight across the board" to the different political, cultural and educational conditions of the United States. In the United Kingdom, it is argued, the hierarchy of schools that are stratified by status and funding has led to severe reduction in choice for many already disadvantaged parents rather than the comprehensive empowerment which a market is supposed to produce. The paper outlines the British "new framework for schools," with a focus on the diversifying of secondary education, drawing on research into two policy initiatives--the Assisted Places Scheme and the pilot program of City Technology Colleges (CTCs). Outcomes of these two initiatives show that diversity is being encouraged and that consumer preference is being reinforced in a system still dominated by a traditional academic model of "good" secondary education. Such a model is exemplified by a school with high examination results and market appeal. The paper next looks at the demand side and considers some factors of parent choice and differences in parents' chances of having their preferences accepted. It is expected that the reforms will result in an increase in educational inequalities and social polarization. Some proposals for safeguards are offered. These include encouraging schools to develop distinctive characteristics and involving teachers and older pupils in making decisions which are not necessarily tied to parental preferences. Contains 46 references. (LMI)

ED 376 547   EA 026 085

Maclure, Maggie; Stronach, Ian
Deconstructing the Notion of "Policy Hysteria": Five Readings, Some Unprincipled Coupling, and No Happy Endings. Re-draft.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Policy; Foreign Countries; *Intellectual Freedom; *Policy Formation; *School Restructuring; *Vocational Education
IDENTIFIERS- Deconstruction; *Postmodernism; *United Kingdom

This paper seeks to tell and untell five stories about the notion of "policy hysteria." The first story, about developments in vocationalism in the United Kingdom over the last decade, serves as illustration for the second story, which is a critical analysis of vocationalist discourse. It is alleged that vocationalist discourse is made irrational by a whole series of shifts and displacements in meaning and activity, amounting to a condition of "policy hysteria." The third story picks up and picks apart the central notion of time that is implicit in both vocationalist discourse and in its analysis in the second story. Identifying a modernist collusion between the second and third stories, the fourth story attempts a more radical deconstruction of metaphors of "movement" in time and space that underpin "policy hysteria" as a concept, and offers an account of the phenomenon that does not depend on an overt or covert foundationalism--unlike the previous stories. The last tale is more of a riddle than a narrative: it is the

Educational administration is currently debating the future of the profession and the most appropriate modes for the preparation of school leaders, including the role of higher education in developing preparation models. This paper reviews selected master's and doctoral programs in educational administration and argues that preparation programs should critically examine their role in the continual development of administrators. It defines knowledge as the link between theory and practice, and development as the means through which formal and practical knowledge are bonded. Most programs reviewed failed to recognize development as crucial to individual success, but were intent upon developing a set of prescribed skills and knowledge that must be learned to obtain a degree. In conclusion, professors of educational administration must find ways to link learners to resources that fit their individual learning styles and development needs to fulfill their stages of professional evolution. (LMI)

ED 376 567 EA 026 261

Elam, Stanley, Ed.
The State of the Nation's Public Schools. A Conference Report.
PUB DATE- 93
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Conference Proceedings; *Educational Change; *Educational Trends; Elementary Secondary Education; Excellence in Education; *Futures (of Society); *Public Schools; School Restructuring

This book contains 16 papers presented at a conference on the state of America's public schools. Phi Delta Kappa, the Institute for Educational Leadership, and the Educational Excellence Network sponsored the conference held in Washington, D.C., on February 4-5, 1993. The authors of the papers were asked to comment on what is right and what is wrong with the public schools, and to offer a vision for the future. Following the introduction by Jack Kosoy, the 16 chapters in part 1 include: (1) "Strengths and Weaknesses of American Education" (Michael W. Kirst); (2) "American Education: The Good, the Bad, and the Task" (Harold Hodgkinson); (3) "American Schools: Good, Bad, or Indifferent?" (Denis P. Doyle); (4) "Mythology and the American System of Education" (David C. Berliner); (5) "What's In? What's Out? American Education in the Nineties" (John Murphy); (6) "American Public Education: The Relevance of Choice" (Nathan Glazer); (7) "From Tinkering to True Reform" (Keith Geiger); (8) "The Task Before Us" (Albert Shanker); (9) "Quickening the Pace: The Need for Faster Improvement in Public Education" (Ted Sanders); (10) "Perfect Policies and Imperfect People: What Happens When They Collide?" (Kati Haycock); (11) "Keeping Our Promise to America's Children: A Standards-Based Vision for School Reform" (Pascal D. Forgione, Jr.); (12) "A Case Study in Systemic Reconstruction: The Struggle to Transform the Schools in Springfield, Massachusetts" (Peter J. Negroni); (13) "The Butterfly Effect--Small Changes with Big Consequences: Challenges for Public Education" (Sally B. Kilgore); (14) "Reclaiming American Indian Education" (Norbert S. Hill, Jr.); and (15) "Revitalizing America's Public Schools Through Systemic Change" (Gene R. Carter). Part 2 contains the keynote address by Harold Hodgkinson; a summary of what's right and what's wrong with America's educational vision; a summary of discussion session; group summaries of the plenary session; information on the Clinton Administration, the 103rd Congress, foundation for the redesign of instruction and school reform; (3) indicator systems, accountability, and classroom assessment; and (4) a model for an integrated, interdisciplinary curriculum. Policymakers and practitioners must simultaneously consider each of these areas when making decisions. Three tables and one figure are included. (LMI)

ED 376 587 EA 026 291

Funkhouser, Janie E.; Colopy, Kelly W.
Minnesota's Open Enrollment Option: Impacts on School Districts.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 94
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Budgets; Demography; Educational Opportunities; Elementary Secondary Education; Enrollment Influences; *Enrollment Trends; *Free Choice Transfer Programs; *Open Enrollment; Public Schools; *School Choice; School Districts; *State Programs
IDENTIFIERS- *Minnesota

This report presents a second look at the effects of Minnesota's School District Enrollment Options Program, usually referred to as the Open Enrollment Program. This interdistrict enrollment program allows families and students to apply for enrollment in any school district other than the one in which they reside. This document focuses on the Minnesota school districts that experienced the greatest amount of student movement as a result of the Open Enrollment Program in 1990-91. It attempts to assess the validity of the supply-and-demand argument that holds that where there is choice, schools and districts will change and/or improve programming to meet consumers' demands. Administrators from a total of 84 districts participated in a telephone survey. These districts were then classified as high-impact gainers, high-impact losers, or low-impact districts. In conclusion, findings were mixed regarding the validity of the supply-and-demand theory of educational choice. Some evidence suggested that open enrollment motivated administrators of districts that lost students to try to improve their school programs; however, other evidence indicated that open enrollment was not the causative factor in program improvement. Further, in some districts where open enrollment should have, in theory, stimulated improvement, it forced actions such as staff layoffs and the cancellation of programs or services. A total of 25 exhibits are included. Appendices contain information on methodology, copies of district surveys, and sample letters to the sampled districts. (LMI)

ED 376 588 EA 026 292

Changing Education. Resources for Systemic Reform.
PUB DATE- Oct 94
NOTE- 386p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Books (010), Reference Materials - General (130)
DESCRIPTORS- Accountability; Cooperative Education; *Educational Change; Educational Improvement; *Educational Objectives; Educational Technology; Elementary Secondary Education; Governance; Holistic Approach; Professional Development; School

and demonstrated that gender is a major factor in preparation for the position. The women acted in a variety of ways to negotiate potentially inhibiting structures and strove to balance their professional and personal lives. Finally, they resisted discouragement in the face of difficulties. It is suggested that practices be reformed in the following ways: include women and people of color among educational administration faculty; give equal weight to feminist perspectives in administration courses; provide equally authentic superintendent internships; value nontraditional approaches to the superintendency; and develop female networking systems. Contains 47 references. (LMI)

ED 376 608 EA 026 325

Edlefson, Carla
Deficit Financing of Schools? The Impact of Statutory Change on School District Borrowing Behavior.
PUB DATE- Apr 94
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; Budgets; Discriminant Analysis; Educational Economics; *Educational Finance; Elementary Secondary Education; Financial Exigency; *Fiscal Capacity; Property Taxes; School District Spending; *School District Wealth; State Aid; *State School District Relationship
IDENTIFIERS- *Ohio

In the 70s and 80s, Ohio relaxed its balanced-budget laws to give school districts more options for borrowing over the end of the fiscal year. Two provisions that permit districts to borrow against next year's revenues in order to balance the current year's budget include the Emergency School Advancement program and the Spending Reserve. This paper presents findings of a study that assessed the impact of the liberalized statutes on school-district budgeting behavior. Discriminant analysis was conducted on data that were obtained from the Ohio Department of Education on all 611 K-12 districts. The data did not support the hypothesis that relative poverty of the tax base, nor pressures from at-risk programs to spend, were causes of Spending Reserve use before 1990. Most of the districts using the Spending Reserve before 1990 did so to smooth out their incoming cash, and districts that began using it during or after 1990 did so because of insufficient revenues. A troubling economic sign is that a few districts are chronically fiscally stressed and continue to borrow. Morever, use of the two provisions is on the increase. A potential financial crisis exists if neither revenue increases nor spending cuts can be realized. The state education department should consider monitoring Spending-Reserve districts more closely. Contains 17 endnotes, 5 tables of data, and 1 exhibit with predictor variables. (LMI)

ED 376 609 EA 026 326

Slaten, Jonathan R.; And Others
A Comparison of School Board Members' and Superintendents' Ethical Reasoning Processes.
PUB DATE- Jan 94
NOTE- 30p.; Paper presented at the Annual Meeting of the

services. Appendices provide a case report, a workshop outline, and reflections of one family. (Contains 112 references.) (DB)

ED 376 628 EC 303 455

Bergen, Doris
Assessment Methods for Infants and Toddlers: Transdisciplinary Team Approaches. Early Childhood Education Series.
PUB DATE- 94
NOTE- 339p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; Decision Making; *Disabilities; Evaluation Methods; Family Programs; *Individualized Family Service Plans; Infants; *Interdisciplinary Approach; Models; *Program Development; *Teamwork; Toddlers

This text is on transdisciplinary team assessment of infants and toddlers at developmental risk and emphasizes both the dynamics (interpersonal strategies) and the mechanics (team assessment strategies) of teamwork. Emphasis is on assessment for the development of Individualized Family Service Plans. Chapter 1 reviews major developmental principles and processes. Chapters 2 through 7 present the assessment perspectives of a wide variety of professionals, including medical personnel in hospital and primary care settings; clinical, developmental, and school psychologists; early childhood special educators; occupational and physical therapists; speech pathologists and audiologists; and personnel having case management responsibilities, such as social workers and family educators or service coordinators. The perspectives of parents whose children may receive these assessment and intervention services are also discussed in each of the chapters. Assessment issues related to special populations of infants and toddlers (e.g., culturally diverse, severely or multiply disabled, neglected or abused) are explored in chapters 8 and 9 and influential ecological factors in family and community contexts are related to the issues. In the final chapter, the ideal transdisciplinary model is again discussed, evaluations of the model are reported, and guidelines for effective use of the model are given. The epilogue looks at the future of transdisciplinary assessment. Appendices include examples of clinical, interview, and observation instruments, and an overview of selected assessment instruments. (Contains approximately 450 references.) (DB)

ED 376 629 EC 303 456

Heller, Kurt A., Ed.; And Others
International Handbook of Research and Development of Giftedness and Talent.
PUB DATE- 93
NOTE- 964p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Identification; Area Studies; Comparative Education; Educational History; *Educational Methods; Educational Practices; Educational Research; Elementary Secondary Education; Foreign Countries; *Gifted; Preschool

divisions, increased development of interpreter training programs at state community colleges, and recruitment of people into educational interpreting. Individual chapters of this report address qualification standards, supply and demand of qualified interpreters, and training, respectively. Twelve appendices include the evaluation questions, current standards and requirements, survey results, proposed standards and requirements, a resource list, and a sample job description. Contains two references. (DB)

ED 376 647 EC 303 475

New Mexico State Plan under Part B of the Individuals with Disabilities Education Act. Fiscal Years 1995, 1996 and 1997.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 1 Mar 94
NOTE- 335p.; Some small print will not reproduce.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Compliance (Legal); Confidentiality; *Disabilities; Disability Identification; Due Process; *Educational Policy; Elementary Secondary Education; Eligibility; Equal Education; Federal Aid; Federal Legislation; Grants; Hearings; Mainstreaming; Preschool Education; Private Schools; Referral; *Special Education; State Legislation; *State Programs; Student Evaluation; Student Placement
IDENTIFIERS- *Individuals with Disabilities Education Act Part B; *New Mexico

This document presents the New Mexico State Plan for compliance with Part B of the Individuals with Disabilities Education Act (IDEA) for the fiscal years 1995 through 1997. Part 1 presents submission statements and certification information. Part 2 then focuses on policy and procedure addressing compliance in the following areas: (1) the right to education policy statement; (2) the full educational opportunity goal; (3) child identification procedures; (4) individualized education programs; (5) procedural safeguards; (6) confidentiality of information; (7) least restrictive environment requirements; (8) protection in evaluation procedures; (9) comprehensive personnel development; (10) participation of children enrolled in private schools not placed or referred by public agencies; (11) placement in private schools; (12) recovery of funds for misclassified children; (13) hearings on public education agency applications; (14) annual evaluations; (15) additional requirements; (16) interagency agreements; (17) personnel standards; and (18) use of IDEA Part B funds. Part 3 specifically addresses application for preschool grants. Appendices comprise the bulk of the document and include texts of relevant state legislation, New Mexico's special education standards for excellence, guidelines for grant application, an agency evaluation checklist, a child count data report, due process procedures, an interagency agreement, and guidelines for professional development. (DB)

ED 376 648 EC 303 476

Cultural Diversity in Rehabilitation. Report from the Study Group. Institute on Rehabilitation Issues (19th, San Antonio, Texas, October 1992).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation

DESCRIPTORS- *Developmental Disabilities; Group Dynamics; *Human Services; *Inservice Education; Sheltered Workshops; Staff Development; *Team Training; *Teamwork

Three agency teams at an ARC sheltered workshop providing comprehensive services to individuals with developmental disabilities and their families were surveyed about the dynamics of the team process and then received inservice training on the team process and on evaluating teams. The inservice training included lecture, discussion, role play, and exercises. It addressed: definition, benefits, and myths of teams; requirements of teamwork; barriers and problems of teamwork; and communication and decision making techniques. Training on the teamwork evaluation process addressed the Factors Model and use of a team evaluation form. All three teams showed significant improvement in their functioning. The paper concludes that interdisciplinary teamwork is an integral component of agency practice and is not adequately presented in preservice education or agency inservice programs, and that all levels of staff, from direct care to top management, can benefit from teamwork training. Various handouts are appended. (Contains 24 references.) (JDD)

ED 376 667 EC 303 497

Miles, Christine
Ethnic & Linguistic Minority Children with Special Needs. A Critical Review of Educational Language & Culture.
PUB DATE- 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; Comparative Education; *Cultural Influences; Disabilities; *Educational Methods; Elementary Secondary Education; *Ethnic Groups; Foreign Countries; Language Acquisition; *Language Impairments; Learning Problems; Minority Groups
IDENTIFIERS- *England; Language Minorities; *Pakistan

This paper describes experiences in teaching ethnic and linguistic minority children with learning difficulties and counseling their families, from 1976 to 1992 in Pakistan and England. The paper begins with a vignette describing an ethnic minority child with learning difficulties. A global approach to the issues is then presented, examining the various forms of educational provision for bilingual children, including mother tongue education, bilingual education, immersion, and submersion; the problems of children disadvantaged by the dominant culture and who further have a physical or mental disability; and the ways in which these children acquire and use language. Theoretical matters are illustrated with experiences from Pakistan and England, and recommendations are made. Recommendations address the need to provide mother tongue education for the early years of education, to consider cultural needs and differences in child rearing patterns among ethnic groups, to encourage teachers to develop their cross-cultural and linguistic competence, and to consider cultural and language factors in ability assessments. (Contains 22 references.) (JDD)

ED 376 668 EC 303 498

Farley, Roy C.; Bolton, Brian
Developing an Employability Assessment and Planning Program in

Towards Community-Based Communication Intervention for Severely Handicapped Children. Report ASS/BBS-48.
PUB DATE- 93
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Augmentative and Alternative Communication; *Communication Disorders; *Community Programs; *Delivery Systems; Elementary Secondary Education; Foreign Countries; Normalization (Disabilities); *Program Development; *Rehabilitation; Severe Disabilities; Social Integration
IDENTIFIERS- Community Based Rehabilitation; *South Africa

This report describes the development of a community-based service for the implementation of augmentative and alternative communication strategies with regard to children with severe disabilities in South Africa. The intervention process was developed by the Centre for Augmentative and Alternative Communication of the University of Pretoria. The service was designed to be socially sensitive and to move towards facilitating a community-based infrastructure for the integration of individuals with severe disabilities into their communities. The underlying assumption of the service model is equal rights and opportunities for people with disabilities to become integrated members of the community. The first three phases of the service included initial formal training sessions at six schools, follow-up visits, and more structured informal training sessions. The first three phases are discussed and evaluated in terms of inputs and results, emphasizing the attainment of objectives and affordability. Attention is also given to specific problems, implementation, and the potential for the development of further phases in the service model. Appendixes contain copies of questionnaires and other program implementation and evaluation data and forms. (Contains 32 references.) (JDD)

ED 376 687 EC 303 517

Morgan, Valda B.; Karr-Kidwell, P. J.
School-Based Supported Employment: A Comprehensive Supported Employment Program for Mildly Mentally Retarded Youth.
PUB DATE- 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; *Education Work Relationship; Employment Programs; Federal Aid; *Mild Mental Retardation; *Program Development; School Responsibility; School Role; Secondary Education; *Supported Employment; Transitional Programs
IDENTIFIERS- Texas

Supported employment opportunities can help to meet the transition needs of individuals enrolled in special education programs. A review of related literature discusses characteristics of supported employment program participants, the need for individual transition planning, the school's role and responsibility, vocational planning, benefits, interagency collaboration, program effectiveness, and federal funding. Based on a pilot study of supported employment in schools in Denton, Texas, benefits of supported employment participation were found to include encouraging students at risk of dropping out to remain in school, increased collaboration with service

PUB DATE- Oct 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classification; Classroom Techniques; *Language Research; *Learning Strategies; Second Language Instruction; *Second Language Learning
IDENTIFIERS- ERIC Digests

This digest discusses second language learning strategies--specific actions, behaviors, steps, or techniques students used to improve their progress in apprehending, internalizing, and using the second language. The first section discusses characteristics of good language learners. The second section highlights research findings that suggest successful language learners often use strategies in an orchestrated fashion. In the third section, factors that influence the choice of second language learning strategies (i.e., motivation, gender, learning style) are listed. Subsequent sections address teaching students to use second language learning strategies), the problems in trying to classify second language learning strategies, and implications for further research. Contains 16 references. (VWL)

ED 376 708 FL 022 572

Brown, Gillian, Ed.; And Others
Language and Understanding.
PUB DATE- 94
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Definitions; Foreign Countries; *Language Attitudes; Language Proficiency; *Language Research; Language Tests; Pragmatics; *Psycholinguistics; Second Language Instruction; *Second Language Learning; *Sociolinguistics; Syntax

This collection of 10 reports focuses on research in the area of language and understanding, with emphasis on the effects of such research on language teaching and applied linguistics. The reports address issues in psycholinguistics, pragmatics, second language acquisition, syntax, text linguistics, language testing, and sociolinguistics. The papers include: (1) "Modes of Understanding" (Gillian Brown); (2) "Understanding, Language, and Educational Processes" (Christopher Brumfit); (3) "Relevance and Understanding" (Deirdre Wilson); (4) "Syntactic Clues to Understanding" (Keith Brown); (5) "Understanding Words" (Jean Aitchison); (6) "Psychological Processes and Understanding" (Alan Garnham); (7) Towards an Explanation of Second Language Acquisition" (Ellen Bialystok); (8) "Comprehension Testing, Or Can Understanding Be Measured?" (Bernard Spolsky); (9) "Sociolinguistics and Second Language Learning" (Lesley Milroy); and (10) "Understanding Texts: Point of View" (Michael Short). (Contains 248 references.) (MDM)

ED 376 709 FL 022 575

Abraham, Roberta; And Others
Beyond Vocabulary: What's New in the Lexicon.
PUB DATE- Mar 94
NOTE- 43p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).

PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Business Administration Education; Case Studies; Chinese; Citations (References); Classroom Techniques; Comparative Analysis; Discourse Analysis; Educational Strategies; Engineering Education; *English (Second Language); *English for Academic Purposes; Ethnography; Evaluation Methods; Graduate Students; Graduate Study; Higher Education; Holistic Approach; Language Research; *Language Styles; Natural Sciences; Research Methodology; Science Education; Scoring; Sociology; Writing (Composition); Writing Across the Curriculum; *Writing Evaluation; Writing for Publication; *Writing Instruction; Writing Processes; Writing Skills

Essays on research and teaching of academic writing in English as a second language include: "When Practice Doesn't Make Perfect: The Case of a Graduate ESL Student" (Melanie Schneider, Naomi K. Fujishima); "Good Writing: I Know It When I See It" (Ilona Leki); "Redefining the Task: An Ethnographic Examination of Writing and Response in Graduate Seminars" (Paul Prior); "Local Interactions: Constructing Contexts for Composing in a Graduate Sociology Program" (Christine Pearson Casanave); "Writing in the Natural Sciences and Engineering" (George Braine); "Writing Critically Across the Curriculum" (Diane Belcher); "Writing from Sources: Case Studies of Graduate Students in Business Management" (Ulla M. Connor, Melinda G. Kramer); "Consciousness Raising and Article Pedagogy" (Peter Master); "Holistic Scoring in ESL Writing Assessment: What Does an Analysis of Rhetorical Features Reveal?" (Diane J. Tedick, Maureen A. Mathison); "A Comparison of the Use of Citations in Chinese and English Academic Discourse" (Joel Bloch, Lan Chi); "Teaching Classroom and Authentic Genres: Initiating Students into Academic Cultures and Discourses" (Ann M. Johns); "Common-Core and Specific Approaches to the Teaching of Academic Writing" (Tony Dudley-Evans); "The ESL Technical Expert: Writing Processes and Classroom Practices" (Philippa Benson, Peggy Heidish); "Negotiating the Syllabus: A Learning-Centered, Interactive Approach to ESL Graduate Writing Course Design" (Jan Frodesen); "A Genre-Based Developmental Writing Course for Undergraduate ESL Science Majors" (Sally Jacoby, David Leech, Christine Holten); and "Fostering Writing Expertise in ESL Composition Instruction: Modeling and Evaluation" (Alister Cumming). The book concludes with an author index and a subject index. (MSE)

ED 376 728 FL 022 600

English as a Second Language: Annotated Bibliography of Learning Resources. Early Childhood Services--Grade 12.
PUB DATE- 93
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Early Childhood Education; *Educational Resources; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Multicultural Education; Organizations (Groups); Professional Associations; Professional Development; *Reference Materials; Second Language Instruction
IDENTIFIERS- Alberta

This annotated bibliography lists print and non-print resources suitable for use by Alberta (Canada) teachers or students of English as a Second Language (ESL) at all levels of language development from early childhood to grade 12. Also, a section on professional resources has been included. Resources are presented in these categories: elementary education; secondary

DESCRIPTORS- *Allied Health Occupations Education; Articulation
(Education); *Beginning Teachers; Behavioral Objectives; Check
Lists; *Classroom Techniques; Clinical Experience; Competency
Based Education; *Cooperative Education; Grading; High Schools;
*Recordkeeping; Records (Forms); Statewide Planning; Student
Organizations; Student Recruitment; *Technology Education
IDENTIFIERS- Health Occupations Students of America; *Texas

This guide is designed to assist teachers who are beginning their first year of teaching Texas' Health Science Technology Education program. Discussed in the guide's seven sections are the following: the state's educational system, the teacher-student relationship, and teachers' internal struggles; planning/scheduling; classroom management (student information sheets; first-day icebreakers; classroom rules; general information regarding notebooks, bulletin boards, current events, and checking out books; driving release forms; gradebooks and sample grading plans; bulletin board plans and grade sheets; answer sheets; and seating charts); clinical rotation (guidelines, skill competencies, student agreements, clinical reports, and current event assignment sheets and abstracts); cooperative education (grading policy, employer evaluations, wage and hour reports, weekly reports, employer permission slips, sample grading plans, journal entries, training plans, and student visitation records); Health Occupations Students of America (general information, sign-in sheets, sample installations, car wash sponsor sheets, and competitive events); and recruiting (interviews, blood pressure screening forms, posters, and brochures). Each section includes numerous sample records/forms. (MN)

ED 376 279 CE 067 503

McCarty, Sally; And Others
Health Science Technology Education (HSTE). A Working Model.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 94
NOTE- 33p.; For related documents, see CE 067 501-502.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Articulation
(Education); Behavioral Objectives; Check Lists; Community
Colleges; *Competency Based Education; Entry Workers; Fused
Curriculum; High Schools; *Models; *Statewide Planning;
*Technology Education; Two Year Colleges
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills; *Tech
Prep; *Texas

This document outlines the model that was jointly developed by representatives of the Texas Education Agency and University of Texas at Austin (UTA) to inject the state's existing health science technology education (HSTE) program with tech prep components and Secretary's Commission on Achieving Necessary Skills (SCANS) competencies. Presented first is a flowchart detailing the technical and professional career preparation provided to traditional and reentry students under the HSTE model at the high school and community/technical college levels. Student outcomes for three HSTE courses are listed: health care science, health occupations I, and health occupations II. Provided next are a checklist of SCANS foundation skills and an analysis of the following SCANS competencies: identifies, organizes, plans, and allocates resources; works with others; acquires and uses information; understands complex interrelationships (systems); and works

Relationship; Secondary Education; Teaching Guides

This planning and implementation guide is designed to assist marketing educators and others supportive of marketing education. It begins with definitions of vocabulary of related terminology and descriptions of the four models of internships presented in the guide: full-year, rotation-type format; 1-semester, rotation-type format; full-year format starting with shadowing and moving into performing entry-level duties; and full-year or semester format for high school seniors not in cooperative education who want a two-year college or four-year university degree before beginning their marketing-related careers. A section on planning activities for a marketing internship course covers the following: performing an internship needs analysis; seeking and gaining business support; developing a proposal; securing administrator support; forming an advisory committee; and securing approval from the Texas Education Agency. The section on implementing strategies for marketing internships focuses on these areas: program/course promotion; student recruitment procedures; recommended student placement; paid or unpaid employment; class schedules/student schedules; policies and procedures; sample forms; planned and systematic job rotation; articulation agreements with postsecondary institutions; and evaluation of student outcomes. Appendixes include a copy of Lewisville Independent School District's proposal for a marketing internship course; Texas Education Agency specifications; sample policies and procedures; and sample forms. (YLB)

ED 376 297 CE 067 540

Bybee, Sandra; And Others
Marketing in Financial Institutions Student Book and Answer Book/Teacher's Guide.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 94
NOTE- 236p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Banking; Career Education; Career Ladders; Careers; *Distributive Education; *Finance Occupations; Financial Services; Instructional Materials; Learning Activities; *Marketing; Postsecondary Education; Teaching Guides

This student manual and answer book/teacher's guide focus on the industry-specific information and skills needed by students who plan to enter, or who may already be receiving, training in a financial institution, such as commercial banks, savings and loans, and credit unions, as well as pawn shops, credit departments of retail stores, and other related financial industries. The student manual contains 18 assignments divided into these parts: beginning one's training, gaining product knowledge, applying marketing concepts, and employment opportunities. Each assignment consists of a list of objectives, informational material, summary, and review questions. The answer book/teacher's guide contains the following: suggestions for using the publication for independent study and classroom instruction; assignments and objectives correlated with competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS); SCANS competencies and skills; and answers to the questions found at the end of each assignment. Additional learning owners; (6) changing family structures and lifestyles; (7) shifting patterns in education and training; (8) the changing face of industry; (9) diversity in workstyles; (10) the aging population; (11) occupational safety and health; (12) legal rights of women workers; (13) projections of interest to women workers; and (14) progress, problems, and prospects--conclusions about women and work. Each chapter is introduced by data sketches that provide a summary of the chapter. The book is indexed. (KC)

ED 376 315 CE 067 596

Work and Family Resource Kit.
PUB DATE- 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Day Care; Adult Education; Career Education; *Day Care; *Employed Parents; Employed Women; *Employer Employee Relationship; *Family Life; *Family Work Relationship; Flexible Working Hours; Fringe Benefits; Job Satisfaction; Job Sharing; Leaves of Absence; Part Time Employment; Personnel Policy; *Quality of Working Life; Vocational Education; Work Environment

This kit is designed to help employers understand the range of family needs emerging in the workplace and the numerous options for a company response. An introduction discusses the need for child care services, dependent care problems, and how employers respond and benefit. Sections address the following: selecting the right option in relation to corporate culture, employees' needs, and community resources; benefits, leaves, and services, including flexible benefits, maternity and family leave, personal leave time, work/family responsive services, and supervisor training; alternative work schedules, including flexitime, voluntary reduced time, part-time work, job sharing, phased retirement, and flexiplace; and dependent care options, such as on-site or near-site child care centers, consortium centers, resource and referral for child care, vouchers, discounts, programs for part-time or emergency care, sick-child care, and elder care services. Eighteen references and 53 resources are listed. The kit also provides a state-of-the-art review of the options, including for each a description, factors to consider, advantages, and disadvantages. The options are as follows: job sharing, flexitime, flexible leave policies, compressed workweek, part-time employment, flexiplace/telecommuting, voluntary reduced worktime, and telephone access. Information on implementing child care program options covers alternative work schedules, steps in developing them, advantages and disadvantages, and technical assistance needed. (YLB)

ED 376 316 CE 067 597

Working Women Count! A Report to the Nation.
PUB DATE- 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Employed Women; *Employee

Methods; Low Income; Poverty Programs; *Resumes (Personal); State Programs; *Unemployment; Welfare Services; *Workshops
IDENTIFIERS- 353 Project; *Pennsylvania

This document consists of the final report and booklet developed by a project that provided individual counseling and life-coping skills workshops to recently unemployed workers lacking basic educational skills. The final report describes how individuals recruited at Philadelphia unemployment offices attended group workshop sessions where they received information on benefits available to unemployed persons, resume writing, and job search strategies. Workshop participants completed the Test of Basic Adult Education and attended two individual counseling sessions to discuss ways of coping with the problems resulting from their unemployment. Participants evaluating the program praised its information on available benefits, job interviews, and training programs and its individual counseling sessions. Sixteen of the 34 participants who were interviewed over the telephone indicated that they had found jobs by using approaches learned in the workshops. Appended to the final report are the following: workshop schedule, flyer, evaluation form, and materials explaining available benefits. Included in the resume writing/job search booklet are the following: tips for writing resumes and cover letters, sample resumes and cover letters, job search and interviewing techniques, salary negotiation guidelines, and a 14-item bibliography. (MN)

ED 376 335 CE 067 628

McClintock, Shelby
Curriculum for Learners with Developmental Disabilities.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Daily Living Skills; *Developmental Disabilities; *Functional Literacy; Learning Activities; Listening Skills; *Literacy Education; Material Development; Mathematics Skills; *Program Development; Reading Skills; Self Esteem; Speech Skills; *Volunteer Training; Writing Skills
IDENTIFIERS- 353 Project; Pennsylvania

This document contains the final report, trainer handbook for volunteer tutor trainers, and idea book for volunteer tutors from a project conducted to develop a supplemental tutor training program and life skills curriculum specifically for developmentally disabled (DD) adult learners. The final report describes how a group of DD adult learners were assessed with the BADER Individual Reading Inventory, and writing samples were collected from them. The assessment results and data from field observations of classes for DD adults, a survey of available adult education materials for DD learners, and interviews with tutors were used to develop a curriculum and tutor training program. Tutors and project staff brainstormed learning strategies for DD adult students, and the brainstorming session results were compiled into an idea book. Four training sessions were conducted, and 50 tutor-learner pairs were matched. The trainer handbook includes the following: training process overview, training agenda,

Anthony, Robert A.; And Others
Sharing Literacy Models: Deaf Adults, Deaf Children, and Their Families.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication (Thought Transfer); Communication Skills; *Deafness; Educational Resources; *Family Involvement; Infants; *Literacy Education; Manual Communication; Models; Oral Communication Method; *Parent Education; Preschool Children; Preschool Education; *Program Implementation; Teaching Methods; Toddlers; Videotape Recordings
IDENTIFIERS- 353 Project

This document includes a final report, manual, and booklets from a project conducted to develop an instructional video program and related print materials, combined with literacy training, peer sharing, and reading practice opportunities targeted to families of young children in which at least one member is deaf. In the video program, vignettes were matched with literacy strategies needed by parents of deaf children. Analysis of data using Wilcoxon and T-test statistics found that there were significant increases in positive attitudes toward literacy and positive modeling by deaf role models. There was a variability that indicated that environmental factors may affect the development of literacy. The children were so young and at such an early growth stage that true gains are difficult to assess. Four companion booklets that supplement the tape are provided: a training manual and tips for parents working with infants, toddlers, and preschool children. The manual contains tips for viewing the tape and the rationale for the program, as well as a list of the following resources: parent magazines, children's magazines, general books for children, books for deaf and hard-of-hearing children, books in signed English, African American and Native American children's books, and support organizations. Contains 11 references. (KC)

ED 376 354 CE 067 661

Lauver, Lori A.
Science and Math Applications. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Algebra; Biology; Botany; Chemistry; Curriculum Development; Curriculum Guides; Data Analysis; Decimal Fractions; Geometry; Instructional Materials; Learning Activities; *Mathematics Anxiety; *Mathematics Instruction; Mathematics Materials; Measurement; Physics; Problem Solving; Ratios (Mathematics); Reading Skills; *Science Instruction; Science Materials; Student Evaluation; Teaching Methods; Zoology

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Educational Planning; *Literacy Education; *Student Recruitment; Volunteers
IDENTIFIERS- 353 Project

This written recruitment plan for Pennsylvania Department of Education (PDE)-funded adult basic education and literacy programs includes eight objectives, action steps for each objective, assignment of responsibility for each step, and a maintenance schedule that indicates exactly when and how often a step should be repeated. A glossary of terms defines some terms that may be producer-specific. Any supporting materials mentioned in the plan have also been provided for adaptation. The accompanying report describes how 200 copies of the plan were distributed to PDE-funded programs, along with an introductory letter and a questionnaire. Each program was asked to review the plan and, if possible, use it for a few months and then provide feedback on its effectiveness. Using a scale of 1 (poor) to 5 (excellent), the recruitment plan received an average score of 4.43 from the responses. (YLB)

ED 376 372 CE 067 700

Ely, Robyn; And Others
Developing Entrepreneurial Attitudes.
PUB DATE- 95
NOTE- 329p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Classroom Techniques; Competence; *Competency Based Education; Course Content; Educational Resources; *Entrepreneurship; Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; Teaching Methods; Test Items
IDENTIFIERS- *Customer Services

This document contains teacher and student materials for teaching entrepreneurship as part of a secondary, postsecondary, or adult curriculum. The materials are based on the curriculum alignment concept of first stating the objectives, developing instructional strategies for teaching to those objectives, and assessing to those same objectives. Each section in the teacher edition contains some or all of the following components for each of the four units of instruction: suggested activities, instructor's lesson checklist, answers to assignment sheets and written test, written test, unit evaluation form, teacher supplements, and transparency masters. In addition, the teacher's edition contains a competency profile, instructional and task analysis for the course, academic and workplace skills--classifications and definitions, a related academic and workplace skills list. The student edition contains four stand-alone units of instruction: (1) What Is an Entrepreneur?; (2) Entrepreneurial Thinking; (3) "The Entrepreneurial Workplace"; and (4) Customer Service = Success. Each instructional unit in the student edition includes the following basic components: objective sheet, information sheets, student supplements, and assignment sheets. Contains 34 references. (KC)

ED 376 373 CE 067 701

DESCRIPTORS- Adolescents; Alcohol Abuse; Alcohol Education; *Drinking; High Schools; Parent Attitudes; Peer Influence; *Rural Youth; *Small Schools; *Student Attitudes
IDENTIFIERS- Kansas

Alcohol use among urban youth has been regularly surveyed, but assessment of rural residents is rare. Information about factors associated with attitudes toward drinking could be especially useful to school counselors. This study used questionnaires to investigate the association of attitudes toward alcohol and alcohol use with the following independent variables: grade; gender; community; perceived peer attitude; perceived parental attitude; and knowledge of alcohol. Participating in the survey were 139 students at two high schools in rural Kansas. No significant relationships between alcohol habits and grade level, gender, or community were found. Results did indicate that perceived peer and parental attitudes significantly affect teenagers' attitude toward drinking and actual alcohol use; that there is also a relationship between knowledge of alcohol and attitude toward alcohol (with low knowledge of alcohol often indicating a more positive attitude); and between attitude toward drinking and alcohol use. The results seem to support the use of alcohol-awareness programs in rural high schools, and to encourage teachers and counselors to emphasize individuality and resistance to the influence of others. Includes 6 appendixes, 6 tables, and the survey instruments. Contains 23 references. (CC)

ED 376 392   CG 025 784

Johnson, Tracey L.
Using Conjoint Behavioral Consultation To Enhance the Generalization of Behavioral Parent Training Effects to School Settings for Children with ADHD.
PUB DATE- 94
NOTE- 33p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (26th, Seattle, WA, March 4-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; Attention; *Attention Deficit Disorders; Behavior Disorders; Behavior Modification; Child Behavior; *Children; Cocounseling; Elementary Education; Hyperactivity; *Parent Child Relationship; Parenting Skills; Self Control; Teachers
IDENTIFIERS- Behavioral Measures; *Behavior Management

Attention-deficit Hyperactivity Disorder (ADHD) is the most commonly diagnosed behavior disorder among children in the United States. A frequently used and effective intervention for ADHD involves parent training for behavioral management. While parent training improves child compliance, parent-child interactions, and parenting skills, the effects of behavioral parent training on school behavior remain unclear. This study examines the effects of behavioral parent training on the behavior of ADHD children and their parents. The study sought to know whether conjoint behavioral consultation (CBC) enhanced behavioral parent training effects. Fourteen sets of parents with ADHD children participated in a 7-week behavioral parent training class. After the training class, four parent-child-teacher triads took part in follow-up CBC. All parents reported improved parental ratings of their own parenting skills as well as increased compliance in their children. Results also indicated that the addition of CBC, following behavioral parent intervention needs of four young children who experienced cocaine/polydrug exposure in-utero, along with the needs of their maternal care givers. These four children were then compared to a control group of two like-aged, pre-term infants. Evidence indicated that the mothers perpetuated dysfunctional/generational family life-styles in the biological homes of drug-exposed children. All of the children appeared to be physically normal at the time of research and social service records indicated adequate supervision of the children. The socially constructed identity, "crack baby," did not emerge for the in-utero-exposed children. Variables associated with fetal drug-exposure may become more evident when the exposed children enter school. (Contains 63 references.) (RJM)

ED 376 411 CG 025 822

Helm, Virginia M.
Multi-Faceted Data Collection: The Key to Evaluating School Counselors and Other Support Professionals.
PUB DATE- 6 Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Collection; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Higher Education; Job Performance; Performance Factors; *Personnel Evaluation; School Counseling; *School Counselors; School Psychologists; *Student Personnel Workers
IDENTIFIERS- Multidimensional Approach; Professionalism

The evaluation of professional support personnel (PSP)--counselors, school psychologists, nurses, curriculum specialists, library/media specialists, deans, and athletic directors--has received scant attention among researchers, theorists, and practicing administrators. This situation may reflect the inadequate tools for counselor and PSP evaluation along with the professional and legal limitations of direct observation of these personnel. However, the PSP Evaluation Model offers a thorough and comprehensive alternative to direct observation evaluations by drawing on multi-faceted data collection consisting of job artifacts collected in a portfolio along with input from multiple sources such as students, parents, peers, as well as the counselor or PSP staff members' self-evaluation. These multiple sources enable the counselor to document job performance--one of the seven steps in the PSP Evaluation Model. The first four steps involve identification of system and program needs, listing of job duties, selecting performance indicators, and setting performance standards. The remaining three steps, completed in cyclical fashion each appraisal period, include documenting performance, evaluation (a process in which the evaluation conference is central to the success of the enterprise), and improving or maintaining professional service. The PSP Evaluation Model should assist school personnel in sustaining or improving their services. Contains 17 references. (RJM)

ED 376 412 CG 025 828

NOTE- 202p.; Ph.D. Dissertation, Indiana State University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Attitude Measures; Instructional Leadership; Intermediate Grades; Junior High Schools; Library Role; *Middle Schools; Public Schools; *Reading Attitudes; School Libraries; *Superintendents; Surveys
IDENTIFIERS- Indiana

A study determined the perceptions of Indiana public school superintendents regarding their role in influencing the development of a community of readers in Indiana middle-grades schools. In 1993-94, subjects, 292 out of a total of 297 public school superintendents, completed surveys related to 10 selected reading issues, including students' access to trade books; teachers as role models; staff development; daily time for students to become proficient readers; special assistance for students reading below grade level; providing school libraries that attract students and teachers; encouraging parents to support reading; and providing an environment where reading is encouraged and supported. These issues, as related to the school corporation size, tenure as a superintendent, and the number of college reading courses completed by the superintendents, were analyzed. Results indicated that: (1) neither the size of school corporations nor the superintendents' experience level had a significant impact on superintendents' perceptions of middle-grades reading, but the number of college reading courses did make a significant difference; (2) superintendents assumed that providing school libraries that attract students and teachers was the most vital factor related to middle-grades reading, however, they did not directly connect library book collections with good school libraries; and (3) superintendents perceived that reading is important and reported that reading practices employed in their schools and their direct involvement on the 10 issues deserved at least some priority. (Contains approximately 225 references and 44 tables of data. Appendixes present a list of the Middle Grades Reading Network, letters to superintendents, the survey instrument, and data.) (RS)

ED 376 432   CS 011 874

Sinha, Shobha; And Others
Studying Emergent Literacy in a Classroom Environment. Technical Report No. 599.
PUB DATE- Oct 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; *Classroom Environment; *Classroom Observation Techniques; *Classroom Research; High Risk Students; Preschool Education; Reading Research; *Student Behavior; Teacher Behavior
IDENTIFIERS- *Emergent Literacy

A study examined when, how, and with whom literacy acquisition occurs in the school setting. The study developed an observation technique, focused on how it evolved, how it could be applied to the classroom setting, and how data from classroom observations over time can be interpreted. Subjects were 243 children deemed to be at risk of future academic failure who attended half-day class in one of two schools for the entire pre-kindergarten school year. Subjects were in a as they read, but only decoding/phonics was significant after student teaching; (2) following the reading class, responses of both groups for using language experience/whole language approach reached significance, and Ball State student responses to using basals and supplementary books reached statistical significance; (3) after student teaching, students responded at a statistical significance level to the teaching of phonics, the teaching comprehension, and using tradebook/library books for teaching; and (4) after the reading class, students responded that they wanted to teach because they desired to work with children and motivate them, but after student teaching, the students responded only to the effect that they had always wanted to teach. Findings suggest that what is taught at university reading classes does influence student perceptions/beliefs, but that those beliefs become less important after completion of a student teaching assignment. Future research might examine the responses of secondary education students, the impact of additional reading courses, the influences of inservice education programs, and relationships between perceptions of teachers and the teachers' effectiveness. (Contains 16 references and 4 tables of data.) (RS)

ED 376 453 CS 011 898

Olson, Patricia S.
Answers to Your Questions about ReCaRe: A High School Reading and Study Skill Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C. National Diffusion Network.
PUB DATE- 85
NOTE- 101p.; An NDN Developer/Demonstrator Project.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Reading; Demonstration Programs; Individualized Instruction; Lesson Plans; Program Descriptions; Program Effectiveness; *Reading Improvement; *Reading Programs; Reading Research; *Reading Strategies; Secondary Education; Secondary School Students; Staff Development; *Study Skills

This compilation presents material relating to the ReCaRe (Reading and Content-area Resource) program, a one-semester elective course for secondary school students of all ability levels designed to develop their reading comprehension, vocabulary, rate of reading, and study skills. The first part of the compilation is a 48-page booklet entitled "Answers to Your Questions about ReCaRe: A High School Reading and Study Skills Program." The compilation next presents a research report demonstrating the effectiveness of the ReCaRe program at Henry Sibley High School, West St. Paul, Minnesota. The compilation concludes with a 34-page study skills inservice program, discussing such topics as study habits, pre-reading strategies, SQ3R, notetaking, test preparation, vocabulary, a "generic" 8-day lesson plan, and a 7-item bibliography of study skills texts. (RS)

ED 376 454 CS 011 899

Reading English Rotation Impact Study. Comparison of Three Years of RER Adoptions' Results 1979-80, 1980-81, 1981-82.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- 83

explain, the entire writing process. Two major challenges to social constructivism must also be considered in theoretical discussions: (1) the cognitive dimension and (2) the expressionist dimension. The first challenge is a questioning of the fundamental premise upon which the theory is based, that is, that language is essential for and inseparable from thought. Theorists who challenge this premise assert that there are non-verbal aspects of cognition that social constructivist theory fails to account for. Mark Sadoski maintains that thinking in images precedes verbal thinking. Before a person can even begin to write, Sadoski explains, he or she must develop what George Herbert Mead called a "generalized other," a generic audience or other against which we create a persona, a way of presenting ourselves as writers. It is imagination that allows a writer to create a persona to communicate with others, and it is imagination that allows us to visualize a potential communicative act. The second challenge to social constructivism, expressionism, suggests that knowledge can exist on different planes. North (1987), Bereiter and Scardamalia (1987) and others have included in their review of viable research methodologies both protocol analysis and textual analysis. These methodologies attest to subjectivist and positivist epistemologies and indeed sanction them. (Contains 13 references.) (TB)

ED 376 472   CS 214 595

Sawyer, Mary H.
Assessing Literature Learning: Teachers' Response Frameworks and Descriptions of Students' Progress.
PUB DATE- Apr 94
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *English Instruction; Ethnography; *Evaluation Problems; High Schools; *Portfolio Assessment; Portfolios (Background Materials); *Student Evaluation; *Teacher Response; *Teaching Styles
IDENTIFIERS- Educational Issues; *English Teachers; Response to Literature

A year-long ethnographic case study examined two public city high school English teachers' efforts to reform their literature instruction and evaluation practices through the use of portfolios. One case study teacher ("William") has 30 years of teaching experience and was heavily influenced by New Criticism. The other teacher ("Leslie") had been teaching for one-and-a-half years and believed that literature learning involves making connections between the text and personal experience. Five focus students in each class were identified. Classrooms were observed and teachers were interviewed. Throughout the school year, William rarely deviated from "evaluative" readings of students' work. However, Leslie's response framework shifted as she struggled to balance her role as a "gatekeeper" with her role as "coach." Both teachers had difficulty discussing the focus students' literature learning in terms of specific patterns of growth even though students' portfolios were available for them to examine. Findings reveal the vulnerable position of English teachers who are unsure how to evidence success in their teaching and in their students' learning. This is especially true with the current push for

"Dialogic Feelings: Feeling in Composition and Culture" (John Paul Tassoni). Three book reviews conclude the journal. (TB)

ED 376 491 CS 214 617

Boreen, Jean
Censorship in All Seasons: Considering the Fiction of the Past, the Present, and the Future to Help Students Understanding the Concept of Censorship in Our World Today.
PUB DATE- Nov 94
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Orlando, FL, November 16-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; *Censorship; Class Activities; *Curriculum Development; Literature Appreciation; *Moral Issues; *Nazism; *Science Fiction; Secondary Education; Student Needs
IDENTIFIERS- Holocaust; *Holocaust Literature

A curriculum that asks students to consider the implications of censorship would include not only "Fahrenheit 451" but also other works of adolescent literature, Holocaust literature, and science fiction. Works written about the Holocaust, which can be considered a type of absolute censorship, help students to consider censorship's companionship with intolerance. Adolescent literature helps students to understand situations in society today that too often resemble the kinds of intolerance and prejudice that led to the destruction of millions of lives in Germany. And science fiction, which often provides insights into the concerns of the day the author was living in can provide a useful backdrop for considering society's potential for both good and evil. Some of the themes that can be explored with students would, for instance, invite students to see literature as an attempt to communicate one person's understanding of the world to others. Works that would be relevant to this inquiry would include Chester Aaron's "Gideon," Uri Orlev's "The Man from the Other Side," and Chista Laird's "Shadow of the Wall." Another theme investigates what an individual must be willing to stand up for when facing a censorship decision. Holocaust stories, such as Miep Gies' "The Hiding Place" and Lois Lowry's "Number the Stars" help students explore why some people are willing to face death rather than stand by passively in crisis times. Written responses of individual junior high and high school students attest to their empathetic involvement in these issues. (TB)

ED 376 492 CS 214 618

Greene, Nicole Pepinster
Prioritizing Orality in Constructs of Identity.
PUB DATE- Mar 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Basic Writing; Black Dialects; Case Studies; Higher Education; *Language Role; Oral English; *Self Concept;

coopt its intensity and power. (Contains a selective list of zines and sources for zines.) (TB)

ED 376 511 CS 214 645

A Sampler of English-Language Arts Assessment. High School. Preliminary Edition. California Learning Assessment System (CLAS).
PUB DATE- Jan 94
NOTE- 244p.; For elementary "sampler," see CS 214 646.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Evaluation Methods; High Schools; High School Students; *Language Arts; Program Descriptions; *Reading Achievement; Reading Tests; *Student Evaluation; Student Writing Models; Writing Assignments; *Writing Evaluation; Writing Tests
IDENTIFIERS- *California; Writing Prompts

This sampler discusses California's English-language arts assessment program and presents examples of high school reading assessments, writing assessments, and writing prompts. The first section of the sampler takes an integrated look at Year One of the California Learning Assessment System (CLAS). The second section presents the scoring guide for reading, eight student responses to a sample high school reading prompt, and commentary on each student response using the criteria in the scoring guide. The third section of the sampler offers scoring guides and six sample student papers for each of the four types of writing assessed in the spring 1993 assessment: autobiographical incident; interpretation; reflective essay; and speculation about causes and effects. The fourth section presents a writing prompt: a short story with directions for students to write about their reading; guidelines for students on working in small groups to discuss the story; and two writing assignments based on the short story. (RS)

ED 376 512 CS 214 646

A Sampler of English-Language Arts Assessment. Elementary. Preliminary Edition. California Learning Assessment System (CLAS).
PUB DATE- Jan 94
NOTE- 179p.; For high school "sampler," see CS 214 645.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Elementary School Students; *Evaluation Methods; *Language Arts; Program Descriptions; *Reading Achievement; Reading Tests; *Student Evaluation; Student Writing Models; Writing Assignments; *Writing Evaluation; Writing Tests
IDENTIFIERS- *California; Writing Prompts

This sampler discusses California's English-language arts assessment program and presents examples of elementary school reading assessments, writing assessments, and writing prompts.

A. Karrh); "Influences on Reporters' Use of Sources at High Circulation U.S. Newspapers" (Angela Powers and Frederick Fico); "The Audience Objections Index: A Measure of TV Viewer Tolerance of Entertainment Gatekeeping" (James D. Kelly and Larry Collette); "Tragedy on Bayou Canot!: Newspaper Coverage of the Wreck of Amtrak's Sunset Limited" (Ana C. Garner and W. A. Kelly Huff); "Toward a Working Theory of Representations of Tolerance and Intolerance in the Press" (Catherine A. Steele); "The Effectiveness of Simple and Stratified Random Sampling in Broadcast News Content Analysis" (Daniel Riffe and others); "Race as a Variable in the Agenda-Setting Process" (Wayne Wanta and Randy Miller); "News of Hurricane Andrew: The Agenda of Sources and the Sources' Agenda" (Michael B. Salwen); and "Being Informed and Feeling Informed: The 'Assurance Function' of the Mass Media" (Michael B. Salwen and Paul Driscoll). (NKA)

ED 376 530 CS 508 741

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, Georgia, August 10-13, 1994). Part VII: Media and Politics.
PUB DATE- Aug 94
NOTE- 348p.; For other sections of these proceedings, see CS 508 735-744. For 1993 proceedings, see ED 362 913-925 and ED 366 041.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Audience Analysis; Elections; Information Sources; *Mass Media Role; Media Research; News Reporting; *Political Candidates; *Political Issues; *Presidential Campaigns (United States); Television
IDENTIFIERS- Issue Salience; Media Coverage; Voters

The Media and Politics section of this collection of conference proceedings contains the following 11 papers: "Characteristics of Readers of Religious Publications for Political Information" (Judith M. Buddenbaum); "Is 'Nightline' Biased?: A Content Analysis of the Issue of Gays in the Military" (Chuck Hoy and Terry Scott); "Newspaper Coverage of the 1960 Civil Rights Act" (Sherrie L. Wilson); "Voters' Use of Schemata in Processing Political Information from the Media: The 1992 Presidential Election" (Karon Reinboth Speckman); "Marginalizing Perot: Visual Treatment of the Candidates in the 1992 Presidential Debates" (Larry G. Burkum); "Conceptions of Salience: Their Roles in Voters' Information-Processing of Issue Milieus" (David Domke and Dhavan Shah); "Anonymous Government Sources in the 'New York Times' Coverage of the Middle East Peace Accords, the Conflict in Bosnia and the Clinton Health Care Package" (Bryan Denham); "An Analysis of Front Page Newspaper Photographic Coverage of the 1992 Presidential Election Campaign" (Sarah Wright Plaster); "A Case in Cynicism: Network Coverage of the 1992 Presidential Campaign" (Sandra Dickson and others); "Crossing the Line: Constructing 'Lesbianism' in the Achtenberg Debate" (Diane Helene Miller); and "Gender as a Factor in Newspaper Disclosures about the Private Lives of Politicians: A Comparative Study of Newsroom Managers" (Sigman Splichal and Bruce Garrison). (NKA)

ED 376 531 CS 508 742

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, Georgia, August 10-13, 1994). Part VIII: Advertising and Public Relations.

question of how to render a deconstructive account. Contains 29 references. (Author/LMI)

ED 376 548 EA 026 107

Allison, Derek J.
Toward an Improved Understanding of the Organizational Nature of Schools: Part 2.
PUB DATE- Apr 94
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; *Educational Theories; Elementary Secondary Education; Foreign Countries; *Organizational Theories; *Organizations (Groups); School Organization

This paper argues for the sustained study of the organizational nature of schools, which should be conducted through a search for good theories. It outlines what such theories would look like and what might reasonably be expected of them. The essay argues that there now is broader recognition of the organizational characteristics and conundrums that distinguish schools and their administration from other contemporary organizations. Schools should be referred to as schools, rather than as members of an ambiguous subset of educational organizations. A review of competing and complementary theories concludes that both scientific explanation and interpretative understanding can and must ultimately inform each other in the search for an interpretative explanation of the organizational nature of schools. (LMI)

ED 376 549 EA 026 137

Page, Jane A.; Page, Fred M., Jr.
The Teacher's Role in Restructuring: The Power of One (A Case Study).
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; *Educational Change; Elementary Secondary Education; Grouping (Instructional Purposes); Organizational Change; Organizational Climate; Racial Discrimination; *School Restructuring; Student Placement; *Teacher Influence; *Teacher Role
IDENTIFIERS- *Georgia

This paper utilizes the concepts of power and change as a framework for describing and analyzing efforts made by an individual teacher to change instructional-grouping and teacher-assignment practices in one Georgia school system. Data were collected through interviews with the individual teacher, administrators, educators, and federal and state officials; analysis of school board and study committee meetings; and analysis of an independent evaluation report. The teacher had received her master's degree in 1986 and obtained a teaching job at the high school. She noted inequalities in the school and education; and the principal conference themes and participants. (LMI)

ED 376 568 EA 026 262

Schmoker, Michael J.; Wilson, Richard B.
Total Quality Education: Profiles of Schools That Demonstrate the Power of Deming's Management Principles.
PUB DATE- 93
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Improvement; Elementary Secondary Education; Employer Employee Relationship; Management Systems; *Organizational Climate; *Organizational Development; Organizational Theories; *Total Quality Management

This book presents profiles of schools that have demonstrated the power of Deming's Total Quality Management (TQM) principles. It describes schools that have successfully applied those strategies for change. The book explores what public education needs most--a compelling but flexible action plan for improvement. Chapter 1 offers a rationale for learning from and then institutionalizing Deming's principles. The second chapter summarizes those principles. Chapters 3 through 8 describe TQM in action in the following settings: the Toyota of America plant in Georgetown, Kentucky; the Johnson City School District (New York); Daniel Webster Elementary School and accelerated schools (San Francisco); Central Park East Schools (New York City); Clovis Schools (Fresno, California); and Mt. Edgecumbe High School (Sitka, Alaska). Chapter 9 explores the theoretical underpinnings that are in accordance with theories in other disciplines--history, psychology, sociology, and political science. Theories in each discipline recognize that people seek clear goals and challenges, immediate feedback, a sense of control, and a collective spirit. A conclusion is that trust and the willingness to share power are critical for successful implementation of TQM. Each chapter contains references at the end. (LMI)

ED 376 569 EA 026 264

Nash, John B.
Integrating Technology into Educational Organizations: The Role of Human Resource Development.
PUB DATE- Apr 94
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Faculty Development; Instructional Improvement; *Microcomputers; *Professional Development; Program Effectiveness; Public Schools

The relationship between staff development and the integration of microcomputing into instructional practice is examined. Data were obtained from a survey of all public school districts in a midwestern state (N=427). The questionnaire elicited information about the districts' integration of microcomputers

Community Relationship; *School Restructuring; *Standards; Student Evaluation

This resource book was compiled for the United States Department of Education's Goals 2000 Orientation Conference. Sections present information about the numerous components of successful comprehensive reforms based on high standards, such as the National Education Goals, systemic education reform, standards, student assessment, professional development, governance and accountability, the management of change, the mobilization of community and parental support, technology, and school-to-work initiatives. Sections contain journal articles, policy briefs, diagrams, and resource lists. The resource section contains profiles of national organizations with Goals 2000-oriented activities and resources and a directory of national resource persons. (LMI)

ED 376 589   EA 026 295

Mullen, Bennat; And Others
Collaborative Leadership for Promoting Effective School Change.
PUB DATE- Oct 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Planning; Educational Change; *Educational Cooperation; High Schools; Leadership; *School Based Management; *School Community Relationship; *School Restructuring

When initiating major structural change in schools, collaboration among educators, community members, and business persons is vital. This publication describes the efforts of the Ysleta (Texas) Independent School District, which successfully used collaboration to promote effective school change. Within the district, the Del Valle High School has initiated restructuring efforts focusing on student success, parental involvement, shared staff leadership, and partnerships with feeder schools and the local university. A school-site team focused on four goals: (1) develop consensus about the need for school change; (2) develop a realistic yet ambitious school vision; (3) identify student achievement patterns; and (4) critically assess key policies, practices, and procedures. All faculty members participated in faculty groups facilitated by school-site team members, in which they shared strategies to improve student achievement. Three other key elements were instituted to continue the change process: (1) a governance structure that promotes schoolwide ownership, commitment, and support for the changes; (2) a clear, comprehensive action plan; and (3) regular meetings with well-defined purposes and priority-driven agendas. The efforts of three other high schools that demonstrated effective change are briefly described--McNeil High School (Austin, Texas); Hico High School (Hico, Texas); and Copperas Cove High School (Copperas Cove, Texas). In conclusion, the chances of restructuring success are enhanced when all members of the school community are involved. Key elements are principals who are leaders, sustained quality training for all personnel, stakeholder collaboration, and empowerment. (LMI)

ED 376 590   EA 026 296

Mullins, Terry W.
Staff Development Programs: A Guide to Evaluation. The Program

Southwest Educational Research Association (San Antonio, TX, January 27-29, 1994). For a related document, see EA 026 327.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Boards of Education; Bureaucracy; *Decision Making; Elementary Secondary Education; *Ethics; *Moral Development; Moral Values; *Superintendents

Educators are faced with increasingly complex ethical decisions. This paper presents findings of a study that identified similarities and differences in levels of moral development and ethical reasoning processes exhibited by school board members and superintendents. A survey of 110 superintendents and their respective school board members elicited response rates of 40 percent and 8 percent, respectively. A total of 38 usable superintendent and 50 usable board member responses were received. The survey instrument, the Ethics Opinions Survey, contained demographic questions, the Defining Issues Test, and three ethical decision vignettes. Findings indicate that board members and superintendents had lower than average levels of moral development. Both groups exhibited a strong rule- and order-orientation and did not differ significantly in their decision-making processes. The results are consistent with bureaucratic socialization theory, which holds that both groups engage in a rule-oriented socialization process. A change in principled moral reasoning and ethical decision making requires a monumental restructuring of the entire educational community and socialization process. Three tables are included. (LMI)

ED 376 610 EA 026 327

Sparkman, William E.; And Others
A Comparison of the School Board Members' and School Board Attorneys' Levels of Moral Development and Ethical Reasoning Processes.
PUB DATE- Apr 94
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). For a related document, see EA 026 326.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Boards of Education; *Decision Making; Elementary Secondary Education; *Ethics; *Lawyers; *Moral Development; Moral Values; School Districts
IDENTIFIERS- *Texas

This paper presents findings of a study that identified the levels of moral development and ethical reasoning processes of school board members and school district attorneys. The two groups were selected because of the quasi-judicial role that board members play and because of the increasing legalization of the schooling process. A survey of 155 school district attorneys and 770 board members elicited a total of 34 and 50 usable responses, respectively (26 percent and 8 percent response rates). The survey instrument, the Ethics Opinions Survey, contained: demographic questions, the three-story version of the Defining Issues Test, and three professional ethical decision-making vignettes. Findings indicated that although the school district attorneys had significantly higher principled reasoning scores than did school board members, both groups tended to make the same ethical decisions in similar situations and relied upon rules-based reasons for their

Education; Research and Development; Social History; Special Education; Special Programs; *Student Development; *Talent; *Talent Development; Talent Identification; Theories

This international handbook provides a synthesis and critical review of the significant theory and research dealing with all aspects of giftedness. Each article is designed to reflect the state-of-the art from an international perspective, to offer a comprehensive review, and to comprise the forefront of knowledge and thought about the gifted. The 53 chapters are divided into seven parts with the following titles, and prominent themes within each part are indicated in parentheses: (1) "Historical Perspectives and Perennial Issues Related to Giftedness and Talent" (history of giftedness and national/state policies); (2) "Conceptions and Development of Giftedness and Talent" (structural tendencies, models, developmental theories, genetic influence, brain research, thinking processes, longitudinal studies, and prodigies and savants); (3) "Identification of Giftedness and Talent" (alternative "metaphors of mind," methodological problems, visual arts and music, young children, and prediction); (4) "Programs and Practices of Nurturing the Gifted and Talented" (differentiated education, curriculum development, acceleration, enrichment, verbal talents, mathematics, science and technology, leadership, socioemotional development, moral development, creativity, administrative issues, ability grouping, special programs, and evaluation programs); (5) "Other Components of Nurturing Giftedness and Talent" (teachers of the gifted, counseling needs, underachieving gifted, families, disadvantaged and culturally different, gender differences, gifted disabled, mentoring, and community resources); (6) "Examples of Country Efforts, Policies, Programs and Issues" (United States, Canada, Europe, Asia, People's Republic of China, Australia and New Zealand, Africa, and Central and South America); and (7) "Present and Future of Education of the Gifted and Talented" (research and education). Each paper contains references. (JDD)

ED 376 630 EC 303 457

Warick, Ruth
Campus Access for Students Who Are Hard of Hearing.
PUB DATE- 29 Jul 94
NOTE- 13p.; Paper presented to the Association of Higher Education and Disability (Columbus, OH, July 29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Access to Education; Assistive Devices (for Disabled); Captions; Check Lists; Classroom Environment; *College Students; *Communication Aids (for Disabled); Deaf Interpreting; Foreign Countries; *Hearing Impairments; Higher Education; Partial Hearing; *Student Personnel Services
IDENTIFIERS- *University of British Columbia (Canada)

A survey of 160 hard of hearing Canadian youth found that educational access was their single highest priority. Supports used by youth in postsecondary education included personal Frequency Modulation (FM) systems, notetaking, oral interpreting, sign interpreting, and tutors. Four components of access to education are identified, with particular reference to the University of British Columbia (UBC) in Canada where 8 deaf and 11 hard of hearing students are enrolled. The four components include: (1) technical supports, such as electronic

Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 92
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accessibility (for Disabled); Agencies; *Cultural Differences; *Delivery Systems; *Disabilities; Models; Organizational Development; Quality of Life; *Rehabilitation; *Vocational Rehabilitation

This study examines cultural diversity of the population served by vocational rehabilitation and emphasizes the importance of building capacity within organizations and service personnel to effectively serve diverse populations. Chapter 1 provides an introduction to the study noting its purpose and scope and intended audience. Chapter 2 reviews the major barriers to improving services and the quality of life for people with disabilities. Barriers are described at the societal, professional, organizational, and service provider levels. Chapter 3 is an overview of the historical and philosophical background of cultural diversity in rehabilitation. This historical review shows that the prevailing strategy of "compensatory education and training" and promotion of "tolerance" has achieved only modest outcomes. Chapter 4 focuses upon a model for developing a culturally responsive rehabilitation organization. A human resource development and management framework is applied to various elements of rehabilitation organizations. Chapter 5 focuses on methods and strategies for delivering rehabilitation services and reviews important skills, attributes, and approaches. Chapter 6 provides recommendations for achieving culturally responsive organizations and developing culturally competent rehabilitation practitioners. Chapter 7 provides a compendium of international and technical assistance resources. Appendices include a glossary, case studies, and a listing of study group members. Contains 126 references. (DB)

ED 376 649 EC 303 477

Matuszak, Trish; And Others
Begin the Between: Planning for the Transition from High School to Adult Life.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 92
NOTE- 89p.; A part of the Family Networking Transition Project.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Education Work Relationship; Family Involvement; *Family Programs; Goal Orientation; Health Services; High Schools; Long Range Planning; Quality of Life; *Rehabilitation; *Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- *Individualized Service Plans

This guide gives youth with disabilities and their families an overview of some of the major elements of the transition planning process. It introduces families to the adult service system that will provide supports and services after high school. Each chapter is intended to encourage families to be

Rehabilitation & Educational Settings. Participant's Workbook.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 62p.; For "Instructor's Guide" and "Instructor's Resource Manual," see EC 303 499-500.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Choice; *Career Development; Career Planning; *Disabilities; *Employment Potential; Models; Program Development; Secondary Education; *Vocational Evaluation; *Vocational Rehabilitation

This participant's workbook is one component of an instructional package designed to aid in developing a model employability assessment and planning program for use in rehabilitation and education of persons with disabilities. "An Employability Development Model," outlines the career development and employability development process, major vocational task demands, and major factors influencing completion of vocational task demands. "Designing & Developing an Employability Assessment & Planning Program" offers a blueprint to develop the major components of the program, which include vocational choice, job acquisition, and job retention. Subsequent units focus in more detail on specific vocational choice, job acquisition, and job retention assessment and planning strategies. "Strategies for Empowering and Involving Consumers in the Assessment and Planning Process" offers worksheets for examining two strategies: Occupational Choice Strategy (small group approach) and Know Thyself (a one-to-one approach). (JDD)

ED 376 669 EC 303 499

Farley, Roy C.; Bolton, Brian
Developing an Employability Assessment and Planning Program in Rehabilitation & Educational Settings. An Instructor's Guide.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 35p.; For "Participant's Workbook" and "Instructor's Resource Manual," see EC 303 498-500.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; *Career Development; Career Planning; *Disabilities; *Employment Potential; Models; Program Development; Secondary Education; *Vocational Evaluation; *Vocational Rehabilitation

This instructor's guide is one component of an instructional package designed to develop an employability assessment and planning program for use with individuals with disabilities. The instructor's guide outlines the content of the program designed to train preservice or inservice rehabilitation specialists or educators in program development. Content of the training program focuses on: major task demands in employability development; factors influencing completion of task demands; designing and developing an employability assessment and planning program; vocational choice assessment and planning strategies; job acquisition assessment and planning strategies; job retention assessment and planning agencies, and students' receipt of comparable wages for comparable work. Recommendations for supported employment participation focus on supervision by the job coach, vocational training by the job coach, job placement, and payment of at least minimum wage. The paper concludes that with funding, supported employment programs are certainly worth the energy, commitment, and investment. The paper also concludes that a comprehensive supported employment program can help relieve parents of apprehensive feelings as they approach the crossroads of academic or vocational training. (Contains 31 references.) (JDD)

ED 376 688 EC 303 518

Moisio, Mitchell D.
A Survey of Attitudes of Undergraduate Education Majors toward Inclusion.
PUB DATE- 20 Jun 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Education Majors; Elementary Secondary Education; Higher Education; *Inclusive Schools; *Mainstreaming; Preservice Teacher Education; Special Education Teachers; *Student Attitudes; Undergraduate Study
IDENTIFIERS- Bowling Green State University OH

This survey evaluated the attitudes of college juniors and seniors in both regular education (n=20 students) and special education (n=24 students) teacher education programs at Bowling Green State University (Ohio), concerning the inclusion of all students in the regular classroom. Results indicated similar attitudes for both groups. All participants in the special education group strongly agreed or agreed with the statement "familiar with inclusion," while 15 percent of the regular education group were neutral and 5 percent had never heard of inclusion. Three-fourths or more of the respondents in each group agreed that students with disabilities are best educated separately. Over half of both groups disagreed with the statement "the motivation behind inclusion is to save money." Sixty percent or more in each group disagreed with the statement that "'where' is more important than 'what' students are taught." Respondents in special education agreed or strongly agreed that students would benefit from inclusion, yet a majority disagreed with the statement "separating and labeling are not necessary." Respondents in the special education group were more likely than the regular education group to disagree with the statement that "good teachers can teach all students." The contradictory nature of some of the results is noted. Contains 9 references. (JDD)

ED 376 689 EC 303 519

Goessling, Deborah Peters
Teachers of Students with Severe Disabilities: Experiencing Cultural Struggle in Inclusive Schools.
PUB DATE- 2 Jun 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (118th, Boston, MA, May 31-June 4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Dictionaries; Educational Strategies; *English (Second Language); *Error Patterns; Grammar; *Language Patterns; Language Usage; Reference Materials; Second Language Instruction; *Syntax; Textbooks; *Vocabulary Development

A discussion of English-as-a-Second-Language (ESL) teaching focuses on the relationship of lexical items to the syntactic situations in which they may occur, and the importance of teaching this relationship to language learners. First, common errors made by ESL students that are attributable to lack of syntactic context knowledge are identified. Included are these error types: verb preposition, adjective preposition, noun preposition; transitive vs. intransitive verbs; direct objects; causatives; verb complement(s); and connectors. Then the usefulness of some specific current ESL reference books and texts to inform teachers and students of this aspect of lexicon is discussed. These include dictionaries, handbooks of usage, and textbooks. Finally, ways in which the classroom teacher can present this important but difficult-to-generalize information are examined, using specific situations and possible alternative classroom treatments. A number of overhead masters used in presentation of the paper are included, and the handout offered is appended. (MSE)

ED 376 710 FL 022 576

Crerand, Mary E. Lavin
From First Language Literacy to Second Language Proficiency to Second Language Literacy: The Act of Writing in a Foreign Language Context.
PUB DATE- 14 Apr 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Instruction; College Students; Discourse Analysis; Educational Environment; French; Higher Education; Interlanguage; *Language Proficiency; *Literacy; Qualitative Research; Second Language Instruction; *Second Languages; Teacher Attitudes; *Transfer of Training; Writing Instruction; *Writing Processes; *Writing Skills
IDENTIFIERS- *Biliteracy

A study investigated how a second language (L2) learner's writing skills develop in a second-language context. The three research questions addressed the effect of: (1) first-language (L1) literacy skills, (2) L2 proficiency, and (3) the instructional context on L2 writing. Subjects were 70 university French students. Data were drawn from 300 writing protocols, or 3-5 samples from each subject. The writing samples were analyzed quantitatively for 6 variables: overall quality; number of T-units; mean length of T-unit; number of error-free T-units; mean length of error-free T-units; and number of words. Additional qualitative analysis consisted of: (1) investigation of the writing processes of 7 case-study subjects, which included observation, retrospective interviews, and think-aloud writing protocols in French and English; (2) survey of teacher education; general references; multicultural resources; professional resources; and other resource sources. Each entry cites title, author/producer, publisher/distributor, publication date, International Standard Book Number, format, level/grade, component(s) available, and a summary. Appended materials include lists of the regional offices of Alberta Education, regional resource centers, urban media centers, Alberta Teachers Association specialist councils, and publishers/distributors. (MSE)

ED 376 729 FL 022 601

Herry, Yves; Levesque, Denis
Les caracteristiques des apprenantes et des apprenants ages de 15 a 18 ans dans le systeme d'education en langue francaise en Ontario (The Characteristics of Female and Male Students Aged 15 to 18 Years in the French Language Educational System in Ontario).
PUB DATE- 93
NOTE- 267p.
LANGUAGE- French
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescent Development; *Adolescents; Demography; Extracurricular Activities; Family Influence; Females; Foreign Countries; *French; High Schools; *High School Students; Language of Instruction; Language Role; Males; Minority Groups; Occupational Aspiration; Physical Activities; Physical Development; Sex Differences; *Student Characteristics; Student Educational Objectives; Surveys; Young Adults
IDENTIFIERS- Canada; Francophone Education (Canada); *French Language Schools; *Ontario

A study undertaken to create a profile of 15- to 18-year-old students in minority French language schools in Ontario is reported. The first chapter describes the study's methodology, which included review of education ministry documents and other research, and interviews with students and educators. The second chapter summarizes research findings on the physical, intellectual, emotional, social, and moral development of adolescents and the formation of individual identity. Chapter 3 summarizes demographic characteristics of this minority francophone population, and chapter 4 analyzes the linguistic characteristics of the population, alone, and in comparison with other French Canadian groups. The subsequent four chapters present results concerning the cultural, academic, employment, social, and physical activities of this adolescent population and their aspirations. Chapter 9 reviews research on the situation of adolescents and minority francophone adolescents in Belgium, Switzerland, and France for comparison. In chapter 10, findings on the Ontario population are examined for generalizations and gender differences. Finally, in chapter 11, data derived from ministry of education documents are summarized. Appended materials include lists of organizations contacted and databases consulted, the questionnaires for students, teachers, and other educators, lists of education ministry documents analyzed, and respondent sampling data. (MSE)

ED 376 730 FL 022 603

Woodward, Tessa, Ed.
The Teacher Trainer, 1994.
PUB DATE- 94
NOTE- 109p.; Published three times a year.

with a variety of technologies. The next section contains the following: graphic representation of the attitudes/skills/knowledge (ASK) feedback model; discussion of its development; and checklists of the attitudes, skills, and knowledge deemed necessary for entry workers. Concluding the document are four sample programs of study for HSTE students in grades 9-12 and a list of tech prep-related resources available from UTA. (MN)

ED 376 280 CE 067 505

Hospitality Services. Student Activity Book.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Programs and Instruction.
PUB DATE- Jun 94
NOTE- 198p.; For a related curriculum guide, see CE 067 506.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Dining Facilities; Equipment Maintenance; Ethics; Food Handling Facilities; *Food Service; *Hospitality Occupations; Hotels; *Housekeepers; Hygiene; Laundry Drycleaning Occupations; Learning Activities; Legal Responsibility; *Managerial Occupations; Marketing; Nutrition; *Occupational Home Economics; Office Occupations; Public Relations; Purchasing; Safety; Sanitation; Secondary Education; State Curriculum Guides; Technology; Time Management
IDENTIFIERS- Building Security; Customer Relations; Customer Services; *Texas

This student activity book contains pencil-and-paper activities for use in a hospitality services course focusing on the food and lodging segments of the hospitality and tourism industry. The activities are organized into 29 chapters on the following topics: hospitality services industry; professional ethics; organization/management structures in the hospitality industry; safety practices and emergency procedures; applications of technology in hospitality; property maintenance/repair; purchasing equipment and supplies; security; marketing, public relations, and special promotions; legal considerations; hospitality services guests/customers; needs of guests/customers; techniques for complaint resolution and guest/customer service; front office procedures of hotel operations; departmental functions of hotel operations; equipment and supplies for housekeeping and laundry tasks; housekeeping and laundry tasks in hotel operations; time and energy management techniques for housekeeping/laundry tasks; sanitation and disinfection techniques for housekeeping/laundry tasks; entering and exiting cleaning areas; linen repair/maintenance; sources/functions of nutrients; nutrient retention; housekeeping procedures and sanitation standards; choice of food service equipment; management principles related to food production and services; quantity food production techniques; and food presentation and server techniques. Each chapter begins with a list of objectives. (MN)

ED 376 281 CE 067 506

Hospitality Services. Curriculum Guide.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Programs and Instruction.
PUB DATE- Jun 94
NOTE- 591p.; For a related student activity book, see CE 067 505.

activities are provided for each assignment. Each activity follows this format: objective, background, instructions, and all necessary information or examples. A series of brief summative quizzes with answer keys, one for each assignment, provides an alternate method of student assessment. (YLB)

ED 376 298 CE 067 543

Faught, Suzanne G.
Validated Competency Task Lists for General Merchandise Retailing, Food Service Management, and Business and Personal Services Marketing.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 94
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Competence; Competency Based Education; *Distributive Education; *Food Service; Job Analysis; *Job Skills; Occupational Information; Postsecondary Education; Salesmanship; Sales Occupations; *Sales Workers; Secondary Education; Service Occupations; Service Workers; *Supervisors; Waiters and Waitresses

This publication contains competency task lists that address principal entry-level and career-sustaining jobs in the occupational categories of general merchandise retailing, food service management, and business and personal services marketing. Section I, Development of the Competency Task Lists, provides details on how the competencies were developed and validated and what tools were used in doing so. Section II, Uses for the Competency Tasks Lists in the Marketing Education Classroom, includes general notes on using the information found in the next three sections. Sections III, IV, and V contain competency tasks lists for each training position within each of the three occupational categories, student competency checklists for each training position, a list of tools and equipment used on the job, and a list of the ways basic academic skills are used on the job. Section III on general merchandise retailing contains competency task lists and student competency checklists for cashier, stocker, salesperson, and department manager/supervisor. Section IV on food service management contains competency task lists and student competency checklists for restaurant waitperson, restaurant manager/supervisor, quick-serve restaurant crew leader, and quick-serve restaurant supervisor/manager-trainee. Section V on business and personal marketing contains competency task list and student competency checklist for customer service representative. Appendixes include request for validators, surveys, and correspondence. (YLB)

ED 376 299 CE 067 559

Curriculum Developed through Project 05-485-150-613: Services to the Disadvantaged--Curriculum Development FY 1992-93.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 93
NOTE- 331p.; Document contains some light type that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Attitudes; Equal Opportunities (Jobs); Job Satisfaction; Labor Conditions; National Surveys; Organizational Climate; *Racial Discrimination; Salary Wage Differentials; *Sex Discrimination; *Stress Management; Vocational Education; Work Environment

The Women's Bureau enlisted more than 1,600 partners to distribute a questionnaire asking women about their lives as workers. The partners included the following: more than 300 businesses, 900 grassroots organizations, 75 unions, daily newspapers, national magazines, and federal agencies in all 50 states, the Virgin Islands, Guam, and Puerto Rico. In addition, a telephone survey was conducted with a scientifically selected, national random sample. Findings indicated women felt pride and satisfaction at being breadwinners for their families and a significant part of the work force. A powerful consensus emerged on the following issues: pay benefits should provide economic security; workplace culture should support and respect families; and opportunity should reflect the value of women's work. Respondents were distressed that their work at home and on the job continued to be devalued, and they were frustrated with the visible and invisible signs of inequality. They were concerned about incidents of discrimination. The following issues and concerns were shared by working women: health and pension benefits, inadequate vacation and sick leave benefits, stress as the number one problem, little or no ability to advance, loss of a job or promotion on the basis of gender or race, high priority to getting paid leave to care for children or relatives, affordable child care, and improving pay scales. (Appendixes include methodology, instrument, demographic characteristics, and 32 endnotes.) (YLB)

ED 376 317   CE 067 599

Cowan, Linda A.
A Model for Developing Business-Education Partnerships for Tech Prep Programs.
PUB DATE- Jul 94
NOTE- 117p.; Master of Education Field Project, Western Washington University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Articulation (Education); *Cooperative Programs; *Coordination; Educational Change; *Educational Cooperation; Educational Research; High Schools; Models; Partnerships in Education; Program Development; Program Implementation; *School Business Relationship; Two Year Colleges
IDENTIFIERS- *Tech Prep

A research project developed a business-education partnership model for use by the Whatcom County Tech Prep Consortium (or any other consortia) seeking to establish successful collaborative efforts between education and business. Methodology included the following: a survey of the Washington State Tech Prep Director's Association; two telephone interviews with directors of National Demonstration Sites; and a telephone interview with Dale Parnell, an authority on business-education partnerships and tech prep programs. Through the review of literature and resulting survey/interview questions, common qualities and characteristics, organizational structures, and implementation strategies were identified that could be used to develop successful partnership efforts. Ten components critical to successful implementation of business-education partnerships were identified: awareness, coordination, recruiting, planning, relationship, motivation, sensitivity exercises, text and workbook suggestions, support services to assist volunteers, and miscellaneous forms. Described in the idea book are 49 activities grouped into the following categories: prereading; reading; writing; speaking and listening; math, measurement, and money; self-esteem; and life skills. (MN)

ED 376 336 CE 067 630

Development of a Curriculum To Enhance Adult Learners' Higher Order Skills. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Classroom Techniques; *Creative Thinking; *Critical Thinking; *Curriculum Development; Educational Strategies; Learning Activities; *Literacy Education; *Metacognition; Resource Materials; Teaching Methods; *Thinking Skills
IDENTIFIERS- 353 Project; Pennsylvania

This document consists of the final report and teacher handbook from a project conducted to develop a curriculum of information, strategies, and activities for adult basic education teachers, tutors, and counselors to use in helping adult students improve their higher order thinking skills. Findings of a review of the available literature on higher order thinking skills were incorporated into a curriculum designed to develop students' critical thinking, creative thinking, and metacognition skills by using the following teaching techniques: questioning, modeling, bridging, visualization, and reflection. The curriculum was tested at three pilot sites. After a summative evaluation and further revision, the curriculum and an accompanying handbook for teachers and tutors were disseminated through Pennsylvania's state resource centers. Appended to the final report is the instrument used by teachers to evaluate the curriculum at the three pilot sites. The teacher/tutor handbook contains the following: background information on higher order thinking, teaching techniques, and methods of observing students' progress; lists of 19 resource organizations, 21 supplemental materials, and 49 additional readings; and curriculum materials and sample learning activities. Contains 39 references. (MN)

ED 376 337 CE 067 632

Education for Democracy: Developing a Civic Literacy Curriculum. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 125p.; Truncated title on cover.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Citizenship Education; *Civics; Curriculum Development; Curriculum Guides;

IDENTIFIERS- 353 Project

This document includes a final report and curriculum guide from a project to develop a Science and Math Applications curriculum that related science and math to everyday life and promoted confidence in adult basic education students in their science and math skills. The report describes how the curriculum used traditional teaching methods to teach basic science and math concepts with reinforcement through hands-on activities. The targeted audience was 20 adult basic education students who expressed a desire to increase their math and science abilities and an initial fear of science and math. Pre- and postassessment data showed that, on the average, student grade levels rose two levels during their time in the program. Students often left the program with a new attitude toward these subject areas. The math component of the curriculum is broken down into nine subject areas: problem solving; decimal skills; fraction skills; percent skills; probability, ratio, and proportion skills; measurement; data analysis; algebra; and geometry. The science component includes nine subject areas: building reading skills; applying science concepts; analyzing science materials; evaluating science materials; plant and animal biology; human biology; earth science; chemistry; and physics. An outline for each subject area correlates skills with assessment, materials, and teaching strategy and techniques. Handouts and an 18-item bibliography are provided. (YLB)

ED 376 355 CE 067 663

Cooper, Richard
Alternative Math Techniques Instructional Guide.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 50p.; For related documents, see CE 067 664-666.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Arithmetic; *Classroom Techniques; Elementary Secondary Education; Fractions; *Learning Disabilities; Learning Processes; *Mathematics Instruction; Nontraditional Education; *Number Concepts; *Numeracy; Percentage; Place Value; Special Education
IDENTIFIERS- 353 Project

This guide contains a collection of alternative techniques for teaching arithmetic that have proved useful in teaching both children and adults with various learning problems. Discussed first are several underlying principles of instructing individuals with learning disabilities, problems, and differences and special accommodations for learning-disabled students, including the use of graph paper and calculators. The remainder of the guide consists of sections of alternative instructional techniques and exercises dealing with the following topics: odd versus even, reading large numbers, number facts, addition, subtraction, multiplication, division, fractions, decimals, percentages, measuring, and numbers and shapes. Also included in each section is information about special difficulties that learning-disabled students frequently encounter when learning the specific mathematical concept/operation under consideration and strategies for overcoming those difficulties. (MN)

ED 376 356 CE 067 664

Bryson, Jimmy
PC Board Layout and Electronic Drafting with CAD. Teacher Edition.
PUB DATE- 95
NOTE- 424p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Competence; Competency Based Education; *Computer Assisted Design; Course Content; *Drafting; Educational Resources; Electric Circuits; *Electronics; Learning Activities; Lesson Plans; *Microcomputers; Postsecondary Education; Secondary Education; Teaching Methods; Test Items

This teacher's guide contains 11 units of instruction for a course on computer electronics and computer-assisted drafting (CAD) using a personal computer (PC). The course covers the following topics: introduction to electronic drafting with CAD; CAD system and software; basic electronic theory; component identification; basic integrated circuit families and packages; logic, schematic, and other diagrams; electronic packaging design; PC board design; PC board layout; PC board fabrication; and production packages. Each of the instructional units, which are keyed to similar student units of study, includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, answers to assignment sheets and written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheets, assignment sheets, student supplements, and job sheets. All of the unit components focus on measurable and observable learning outcomes; they are designed for use in more than one lesson or class period of instruction. In addition to the units of study, the teacher's edition contains instruction for using the publication, a competency profile, an instructional and task analysis, a list of related academic and workplace skills, a tools, equipment and materials list, and a list of 34 references. (KC)

ED 376 374 CE 067 702

Smithson, Buddy
Pipe Drafting with CAD. Teacher Edition.
PUB DATE- 95
NOTE- 701p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Competence; Competency Based Education; *Computer Assisted Design; Course Content; *Drafting; Educational Resources; Learning Activities; Lesson Plans; Microcomputers; *Plumbing; Postsecondary Education; Secondary Education; Teaching Guides; Teaching Methods; Test Items

This teacher's guide contains nine units of instruction for a course on computer-assisted pipe drafting. The course covers the following topics: introduction to pipe drafting with CAD (computer-assisted design); flow diagrams; pipe and pipe components; valves; piping plans and elevations; isometrics; equipment fabrication drawings; piping design fundamentals; and plot plans and equipment layout. Each of the instructional units, which are keyed to similar student units of study, includes some or all of the following basic components of a training, resulted in further positive behavioral changes. The study draws three general conclusions: (1) behavioral parent training improves the behavior of ADHD children in the home; (2) behavioral parent training effects do not generalize to the school setting; and (3) CBC can promote generalization across settings as well as foster closer home-school collaboration and cooperation. (RJM)

ED 376 393 CG 025 791

Hewson, Julie; Turner, Colin
Transactional Analysis in Management.
PUB DATE- 92
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; Foreign Countries; Group Dynamics; Higher Education; *Interpersonal Competence; *Management Development; Management Systems; Organizational Communication; *Professional Development; Self Concept; *Self Evaluation (Individuals); Self Expression; *Transactional Analysis
IDENTIFIERS- *Transactional Theory

Although Transactional Analysis (TA) has heavily influenced psychotherapy, little has been written to parallel that influence in areas of organization theory, organization behavior, or management studies. This book is intended primarily for people working in management roles. In part one, personal experiences are drawn upon to describe a fictional college in which, during the course of a number of meetings, the managers wrestle with different problems and learn some truths about themselves. The subsequent analysis of their actions is used to introduce the reader to key concepts in TA. Part two consists of support chapters for part one and is largely theoretical. It contains explanatory chapters on the main concepts of TA, including some ideas which are specific to TA in organizations. Readers discover how behavior reflects the expectations and patterning developed in early life. The book incorporates recent research on organizational scripts, process communication, and integrative theory. In addition, it relates to the practical work of the college manager familiar TA concepts such as game theory, time structuring, discounting, drivers, rackets, ego states, and strokes. A select, annotated bibliography on TA appears in the back. (RJM)

ED 376 394 CG 025 799

Der-Karabetian, Aghop; Ruiz, Yolanda
Affective Bicultural and Global-Human Identity Scales for Mexican-American Adolescents.
PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; *Adolescents; *Biculturalism; Cultural Awareness; *Cultural Differences; Cultural Influences; Culture; Hispanic American Culture; Hispanic Americans; *Mexican Americans; Mexicans; Secondary Education; Secondary School Students; Social Integration; Spanish Speaking
IDENTIFIERS- *Identity (Psychological); Identity Models

Recent research in cultural diversity has concentrated on the

Heimann, G. Allen
Challenges in HIV/AIDS Education: Implementing a Program Placing the HIV Positive Child into the Classroom.
PUB DATE- 93
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; *Child Health; Children; Educational Environment; Elementary Secondary Education; Enrollment; Foreign Countries; *Health Conditions; Health Education; *Public Opinion; *School Community Relationship; School Personnel; Social Attitudes
IDENTIFIERS- *Ontario (Windsor); United States

This presentation transcript discusses the roles of schools and the public following the enrollment of ten elementary and secondary school students who have AIDS in Windsor, Ontario, Canada. The processes used to allow the children to enter or re-enter the classroom with minimal conflict are discussed. Since the opportunities for transmission of the virus are negligible during the school day, the public needs to know that extraordinary measures are not required to protect students and that the afflicted students need not be identified. The writer recommends that public meetings be held off school grounds to move focus away from the school and to allow for peripheral issues surrounding AIDS, such as adolescent sexual activity and drug use. School staff also have concerns, particularly about their risk of exposure, and teachers and administrators must be prepared to discuss the issue. Six figures highlight points made in the presentation. (RJM)

ED 376 413   CG 025 831

Preventing Violence: A Framework for Schools and Communities.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; Community Involvement; *Crime Prevention; Delinquency; Elementary Secondary Education; *Prevention; Safety; School Safety; *School Security; *Social Attitudes; Social Problems; Student Welfare; *Violence

Violence -- particularly violence directed toward and caused by youth -- is clearly a problem. This document systematically addresses this crisis by providing a framework that readers can adapt to their own school and community. The three primary goals are to: (1) demonstrate that violence is preventable; (2) show how individuals can set into motion systems and actions to prevent violence; and (3) identify some of those systems and actions. The ideas presented here evolved from research into youth violence begun in 1993 with the aim of developing a school-based violence prevention curriculum. Researchers soon realized that difficulties overwhelmed classroom remedies alone, prompting development of a framework which provides a perspective beyond the classroom. This framework accounts for both the contributing factors and the societal norms which foster violence and attempts to address these factors. Hope is district-developed program called Early Start that heavily emphasized language and encouraged active participation of the children through both self- and teacher-directed tasks. The framework of emergent literacy dictated the definitions of observation categories. Results indicated that: (1) children engaged mostly in free-choice activities; (2) children worked independently with materials for about half of the observations, and were involved with literacy for 35% of the observations; and (3) the literacy learning process that teachers used most often was that of encouraging students to self-direct their activities. Findings suggest that the coding system and guidelines for interpreting the data collected using this classroom observation system demonstrate the value of observing literacy in classroom settings. (Contains 13 references and six figures of data. An example of an observation sheet is attached.) (Author/RS)

ED 376 433 CS 011 875

Jimenez, Robert T.; And Others
The Metacognitive Strategies of Latina/o Students Who Read Spanish and English. Technical Report No. 601.
PUB DATE- Nov 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Anglo Americans; *Bilingualism; Case Studies; Comparative Analysis; Hispanic Americans; Intermediate Grades; Junior High Schools; *Metacognition; *Reading Achievement; Reading Research; *Reading Strategies; Spanish; Spanish Speaking
IDENTIFIERS- *Hispanic American Students; Latinas; Latinos; *Strategic Reading

A study explored the question of how bilingualism and biliteracy affect metacognition. The strategic reading processes of eight bilingual Latina/o grade six and seven students who were identified as proficient English readers were examined. For comparative purposes, smaller samples of monolingual Anglo students who were proficient English readers and bilingual Latina/o students who were less proficient English readers (three each) were also included. Data were gathered using both unprompted and prompted think-alouds, interviews, a prior-knowledge measure, and passage recalls. Preliminary analysis resulted in the identification of 22 different strategies that were categorized into three groups (text-initiated, reader-initiated, and reader- and text-initiated). Three of the strategies were considered unique to the proficient Latina/o readers. The proficient Latina/o readers actively transferred information across languages, translated, and openly accessed cognate vocabulary. The less-proficient Latina/o readers used fewer strategies and were often less effective in resolving comprehension difficulties. Findings suggest that Latina/o students who are proficient English readers possess a qualitatively unique fund of strategic reading knowledge. (Contains 88 references and five tables of data. An unprompted English narrative passage, a language self-report matrix, text analyses of two passages, the student interview protocol, definitions and examples of reading strategies used by bilingual readers, responses of proficient readers, and two appendixes of data are attached.) (Author/RS)

ED 376 434 CS 011 876

Jimenez, Robert T.; And Others

NOTE- 36p.; A USOE Title I ESEA Developer/Demonstrator Project. Pamphlets, which are printed on colored stock, may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Demonstration Programs; *High Risk Students; Individualized Instruction; Language Arts; Program Descriptions; Program Effectiveness; *Reading Programs; Reading Research; *Remedial Reading; Secondary Education; Secondary School Students
IDENTIFIERS- Elementary Secondary Education Act Title I

This compilation presents material related to the Reading English Rotation program, an individualized, diagnostic, prescriptive language arts program designed to meet the needs of secondary school students who score lowest in reading achievement. The compilation begins with a comparison of three years of evaluation data, noting that the average grade equivalent gains were consistent and impressive. The paper also includes a 4-page pamphlet describing the project; a set of 10 charts, lists, and tables describing aspects of the program; a copy of "Federal Focus," a one-page interpretive report for school administrators on federal education programs; a pamphlet entitled "Do You Want to Hold His Attention?"; and a pamphlet entitled "Title I, ESEA Basic Skills for Secondary Schools." (RS)

ED 376 455 CS 011 900

Koals, Marie B.
Portfolio Assessment for Pre-Service Teachers: Two Hands On Techniques To Familiarize Students in a Reading Methods Course with This Form of Assessment.
PUB DATE- Mar 94
NOTE- 10p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Portland, OR, March 10-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Higher Education; Methods Courses; *Portfolio Assessment; Portfolios (Background Materials); *Preservice Teacher Education; Reading Achievement; Reading Research; *Student Evaluation; Tutoring
IDENTIFIERS- *Eastern College PA

If portfolios are to be used to assess students' progress, it is essential for preservice teachers to have the opportunity to become familiar with the use of this technique prior to beginning their teaching career. At Eastern College, Pennsylvania, portfolio assessment is first introduced in the Developmental Reading course and further refined in the Reading Disabilities course. Preservice teachers keep a portfolio containing their efforts for the semester and collect a portfolio of materials collaboratively with the youngsters they tutor. Teachers in training are coached in preparing a personal portfolio containing their projects, their comments regarding the process, and conference notes taken from meetings with the professor to discuss contents. Compiling portfolios offers the student and the professor the chance to see the progress made during the semester; acts as a model for the teacher in greater accountability in public education. (Contains 12 references.) (RS)

ED 376 473 CS 214 596

Jones, Ginny Pompei
A Revival of the Imagination in Research Projects: Collaboration and Ethnography.
PUB DATE- 19 Mar 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Imagination; *Interviews; *Research Papers (Students); Student Needs; Theory Practice Relationship; *Thinking Skills; Writing Instruction
IDENTIFIERS- Composition Theory

Many practitioners in the writing field tend to think of research skills as logical, analytical, abstracting abilities, not as personal, expressive or imaginative. Even many contemporary literary and composition theorists believe that theory must be divorced from everyday life. According to Richard Rorty, in many intellectual circles, the more irrelevant to human life (and the personal) that theory can stay, the more respectable it will be. However, many theorists today, such as Paulo Freire, Michael Polanyi and Mary Warnock, are forging the way in developing holistic pedagogies that aim to develop the intuitive, poetic, and personal as well as the logical and analytic. "If we think of the imagination as part of intelligence," Warnock points out, "then we must be ready to admit that like the rest of human intelligence, it needs educating." Given these concerns, composition instructors might set the imagination to work by asking students to learn from interpreting varied perceptions of reality; students can profit by engaging in several writing workshop practices: journal writing, writing group process logs, and collaborative and diverse-genre research projects. Those research projects could involve interviews, which allow students to construct meaning while satisfying their natural thirst for experiential learning. (Contains 28 references.) (TB)

ED 376 474 CS 214 597

Simic, Marjorie
Computer Assisted Writing Instruction. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Design; *Computer Assisted Instruction; Computer Uses in Education; Elementary Education; Peer Teaching; Teacher Role; Tutoring; *Word Processing; *Writing Instruction; *Writing Processes
IDENTIFIERS- Childrens Writing; ERIC Digests; *Process Approach (Writing)

Two factors contributing to the change in writing instruction

Standard Spoken Usage
IDENTIFIERS- African Americans; Orality; University of Southwestern Louisiana

A case study examines a nontraditional African-American student enrolled in English 90 at the University of Southwestern Louisiana. The first person in her family to attend college, she is attractive, personal, outspoken and speaks not only the dialect of her family, which shows the influence of French, but also standard English. When asked how her English 90 was helping her, she replied, "It helps my speech." During various conversations, she constantly returned to the importance of her speech and its link, not only with her writing, but also with her identity. She complained, "Most black people today are stereotyped as dummies because of the way they talk." This student further told of how, since the time she was a young girl, she has consciously molded her speech--and later her appearance too--to suit the tastes of the dominant culture. Research shows that she probably chose to change her speech because she is a female. William Labov and Peter Trudgill's "Study of Non Standard English" states that "women...are more proven to stigmatize nonstandard usage." Other studies suggest women are more status conscious because their position in society is less secure. Instructors of basic writing should, as much as possible, value the language variety in which their students' identities are most clearly realized. They should help them analyze their own attitudes toward writing and language. (TB)

ED 376 493 CS 214 619

Reichert, Nancy L.
Defining and Redefining Boundaries in the Creative Writing Workshop.
PUB DATE- Nov 94
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (84th, Orlando, FL, November 16-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Comparative Analysis; Creative Expression; *Creative Writing; Expository Writing; Higher Education; Student Needs; *Teacher Student Relationship; *Writing Attitudes; *Writing Instruction; Writing Research
IDENTIFIERS- Florida State University

Acting as a team, a graduate research methods class at Florida State University studied a first-year imaginative writing course, "Writing from Life," designed to help students write autobiography, fiction, and poetry. In the course of this study, intriguing differences became apparent between the attitudes and approaches in this class and those in the alternative course for first-year students, writing about literature. Like most of the faculty and administrators associated with the course, the teacher of imaginative writing and her students believed that this was the course for the more serious students. Rather than "taking the bus"--writing about literature--they were taking a fun ride in a little sports car. Their instructor ran what the researchers called a "initiatory, maternal workshop." In other words, she took on the role of a master writer who helps the novice or apprentice learn the role of the creative writer, and she did so in a supportive and affirming mode. In an interview, the instructor explained that

The first section of the sampler takes an integrated look at Year One of the California Learning Assessment System. The second section presents the scoring guide for reading, 10 student responses to a sample elementary reading prompt, and commentary on each student response using the criteria in the scoring guide. The third section of the sampler offers scoring guides and six sample student papers for each of the two types of writing assessed in Spring 1993: expressive writing and persuasive writing. The fourth section presents a writing prompt: an excerpt from a story with directions for students to write about their reading; guidelines for students on working in small groups to discuss the story; and a writing assignment based on the short story. (RS)

ED 376 513 CS 214 647

Downey, Matthew T.
Writing To Learn History in the Intermediate Grades--Defining and Assessing Historical Thinking: A Technical Report. Project 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Characterization; *Content Area Writing; *Elementary School Students; *History Instruction; Intermediate Grades; Land Settlement; Language Proficiency; Urban Education; *Writing Achievement; *Writing Assignments; Writing Research
IDENTIFIERS- California (Oakland); *Writing to Learn

A multi-year study examined whether elementary school students can engage in historical thinking in a meaningful way, and what kind of writing activities best serve this purpose. Subjects were 17 students of varying language proficiency levels selected as the focus of research from the entire class of 31 primarily Hispanic and African-American students in a split fourth/fifth grade classroom in an inner-city school in Oakland, California. Data on historical thinking was collected during a 6-week period when the students were engaged in a unit on American Indians and Spanish colonization in the Southwest. The unit included two writing assignments: a "day in the life" activity concerning American Indian life, and a mock correspondence describing colonial New Mexico. Writing assignments were evaluated and analyzed. Results indicated that: (1) most students wrote quite detailed narratives for the first assignment, but most stopped far short of perspective taking; (2) several of the students had difficulty, in their role as Spanish colonists in the second assignment, distancing themselves from the Indians; and (3) more of the students succeeded in the second assignment than in the first in creating characters who thought and acted in culturally and historically appropriate ways. Findings suggest that at least some fifth-grade students with somewhat limited language skills can engage in perspective taking. The most persuasive explanation for the students' marginal success may be that most of them lacked sufficient knowledge about how things were done in the past to succeed in the assignment. (Contains 24 references.) (RS)

ED 376 514 CS 214 648

Freedman, Sarah Warshauer; Simons, Elizabeth Radin

PUB DATE- Aug 94
NOTE- 574p.; For other sections of these proceedings, see CS 508 735-744. For 1993 proceedings, see ED 362 913-925 and ED 366 041.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Advertising; Mass Media Effects; Media Research; *Organizational Communication; *Public Relations; Recall (Psychology); *Television
IDENTIFIERS- Advertising Education; *Advertising Effectiveness; Charitable Organizations; Consumers; Issue Advertising; Japan; Media Campaigns; News Releases

The Advertising and Public Relations section of this collection of conference presentations contains the following 17 papers: "Using the FCB Grid and the 'Lost Quadrants' to Write Advertising Strategy" (Johan C. Yssel); "Antitrust and the Marketplace of Ideas: The Continuing Problem of Issue Advertising Access to Broadcast Television Networks" (Linda S. Henson); "Determinants of Consumer Ethical Evaluations of Buyer Behavior: An Attribution Approach" (Karan J. Kailimai); "The Effects of Type of Labeling and of Sponsor on Credibility of Video News Releases" (C. A. Tuggle and M. A. Ferguson); "New Directions for Employee Communications: A Study of Corporate Public Relations Executives" (Donald K. Wright); "Doing Well while Doing Good: An Explanatory Study of the Fund-Raising Practice of U.S. Charitable Organizations" (Kathleen S. Kelly); "Excellence in Investor Relations: An Exploratory Study of CEO Perceptions" (Barbara K. Petersen and Hugh J. Martin); "Diversity and a Local Newspaper: When Photojournalism Becomes Public Relations" (Anne Jett); "Organizational Dimensions of Standardization" (Sandra E. Moriarty and Thomas R. Duncan); "Communicating Crisis: One Corporation's Attempt to Frame the Issues" (Lynn M. Zoch and Sonya Forte Duhe); "The Adoration of the Gaijin: The Use of English and Non-Japanese Actors in Japanese Television Advertising" (Jay K. Miller); "Media Scheduling Models and Advertising Effects: Conceptualization and Theoretical Implications" (Louisa Ha); "Brand Recall for Product Placements in Motion Pictures: A Memory-Based Perspective" (Shonall Sabherwal and others); "The Power of Humorous Context to Affect Perception of Commercials, Programs, and Products" (Stephen D. Perry and others); "The Commercial Speech Doctrine in the '90s" (Scott M. Armstrong); "'He Kept Pressing Me for Details!': A Critical Cultural Analysis of Domestic Narratives in Post-World War II Pinup Advertising Calendars" (Jane Frederick-Collins); and "What You Want Is What You Get: Individualism as a Cultural Value in Primetime TV Advertising" (Joyce M. Wolburg and Ronald E. Taylor). (NKA)

ED 376 532   CS 508 743

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, Georgia, August 10-13, 1994). Part IX: Magazines.
PUB DATE- Aug 94
NOTE- 483p.; For other sections of these proceedings, see CS 508 735-744. For 1993 proceedings, see ED 362 913-925 and ED 366 041.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Audience Awareness; Content Analysis; Mass Media Role; Media Research; *News Reporting; *Periodicals; Popular Culture; Social Problems

with regard to instructional-grouping practices and teacher assignments, particularly for African-Americans. Within 3 years, six changes occurred in the district as a result of her efforts: (1) assignment of teachers to advanced classes without regard to ethnic background; (2) the reassignment of the principal to a central-office position; (3) the creation of heterogeneously grouped classes at the elementary schools and more racially balanced classes at the high school; (4) the adoption of whole language programs and cooperative learning strategies; (5) some movement toward shared decision making; and (6) continuous study by outside evaluators of instructional and grouping changes. She articulated a personal vision, shared it with her colleagues, maintained persistent inquiry, mastered techniques for implementing change, stimulated other colleagues to improve their skills, and developed collaborative work cultures. Two barriers to change included the adoption of reform without appropriate teacher training and restructuring without creating a new school culture. The changes were tenacious because they were based on a moral purpose. Two figures are included. (LMI)

ED 376 550 EA 026 152

Progress of Education in the United States of America: 1990 through 1994.
PUB DATE- 94
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annotated Bibliographies; *Educational Assessment; *Educational Change; *Educational Improvement; Educational Innovation; Educational Trends; Elementary Secondary Education; Enrollment; Federal Legislation; Government Publications; *Government School Relationship; Postsecondary Education; School Organization; School Statistics; State School District Relationship; Strategic Planning
IDENTIFIERS- *America 2000; Education Summit 1989 (NGA); *Goals 2000; National Education Goals 1990

During the past 4 years, the education reform movement in the United States has made significant progress. At the federal level, the Bush Administration proposed "America 2000," its specific recommendations for systemic reform; and the Clinton Administration introduced "Goals 2000: Educate America Act." This report concentrates on these innovative strategies and includes specific details of reform efforts at the national, state, and local levels, as well as details of legislative initiatives by two national administrations. Part 1 describes briefly the basic system of education in the United States--its administration, organization, and financing. Part 2 presents new national education data for the past 4 years and summarizes major federal legislation passed. Part 3 outlines the most recent developments to restructure and revitalize American education. This section is divided into three parts: (1) examines actions taken at the federal, state, and local levels; (2) assesses success in the mission to guarantee equal access to education; and (3) measures progress toward the fulfillment of the National Education Goals. Part 4 provides an annotated list of selected books, articles, and reports prepared or published during the period from 1990 to 1994. Seven tables and one figure are included. (MLF)

ED 376 551 EA 026 161

into instruction and the extent/scope of staff development related to microcomputers. The analysis is based on Joyce and Showers' model (1988) that identifies the following components of an effective staff-development program: (1) information or theory about the training topic; (2) live and mediated demonstration; (3) opportunities for practice in the training setting and work place; (4) feedback on performance; and (5) peer coaching. Findings tended to support Joyce and Showers' theory of staff development in the three ways. First, if greater student contact with microcomputers is a goal of public schools, then good staff development is related to that success. Second, good staff development may occur more readily in districts that have a lower pupil-to-computer ratio. And third, quality staff development is key in bringing about greater use of innovative technologies in instruction. Five recommendations for practice are offered. Twenty-two tables are included. Contains 31 references. (LMI)

ED 376 570 EA 026 265

Astuto, Terry A.; And Others
Roots of Reform: Challenging the Assumptions That Control Change in Education.
PUB DATE- 94
NOTE- 103p.; Title pages varies slightly.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Philosophy; Educational Policy; *Educational Principles; Elementary Secondary Education; *Organizational Theories; School Organization; *School Restructuring

The education reform movement that began in the 1980s has produced disappointing and unsatisfactory results. This book asserts that the reform movement must be reformulated, and that this information is possible and even likely for a new and vigorous effort to save the children and the schools. It argues that the reform movement is rooted in a nested set of assumptions that constrain the proposition and implementation of change. The book's primary concern about the efficacy of American education is focused on the least-served population--children of poverty. Each chapter presents a set of controlling assumptions from each of the five domains of study: (1) the political context of education; (2) the social context of education; (3) the organizational structure of schools; (4) the people in educational organizations; and (5) the organizational and educational processes in schools. The final chapter presents alternative policies for reform, which ask the following questions: For whom are the benefits of education reform intended? Who are the reformers and where will the reform occur? What role could or should be played by government functionaries, academics, and advocates for reform, some of whom now believe they are the agents of reform? (LMI)

ED 376 571 EA 026 266

A Study of Alternative Education in Virginia. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 32.
PUB DATE- 94
NOTE- 58p.; Appendix E contains faint and broken print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

Evaluation Guides for Schools Series.
PUB DATE- 94
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Advisory Committees; Data Analysis; Data Collection; Elementary Secondary Education; Evaluation Criteria; *Faculty Development; Guidelines; *Program Evaluation; Questionnaires; *Staff Development

This book is part of a seven-volume series for evaluating programs and services in today's K-12 schools. It details strategies to evaluate staff-development programs, focusing on the use of formative evaluation. Following the introduction, six vignettes illustrating the application of the strategies to real-life experiences are presented. They deal with the following situations: evaluating needs assessment activities; using a staff development advisory committee; applying adult-learning theory to the staff development process; evaluating school district workshops for at-risk students; enhancing multicultural perspectives in a private school; and evaluating self-esteem workshops. Information is presented on how to select an evaluation team, outline its responsibilities, and specify and organize the tasks the team must accomplish. Details are provided on how to design questionnaires, conduct interviews, coordinate focus groups, determine what information to collect, and analyze and interpret the data. Twenty tables are included. The resource section provides examples of standards and indicators of quality and offers a bibliography. (LMI)

ED 376 591 EA 026 297

Woods-Houston, Michelle; Miller, Rima
Labor-Management Cooperation in Schools: An Idea Whose Time Has Come.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Cooperation; Elementary Secondary Education; *Employer Employee Relationship; Industrial Psychology; *Labor Relations; *Organizational Development; Participative Decision Making

This paper presents information useful to educational leaders considering a labor-management cooperation (LMC) process. LMC is a mechanism for changing attitudes and building an atmosphere of trust between two traditionally adversarial groups. The first section outlines categories and provides examples of LMC cooperative efforts, highlighting the debate about the viability of the process. The second section applies the LMC process to school systems, presenting issues that educators must address and goals for joint cooperation activities. Case studies of LMC as implemented in two school districts are described in section 3. In one district, administrators provided only lip service to the concept of participation and missed an opportunity to bring about much-decisions. Overall, the board members and attorneys displayed a predominantly conventional level of ethical reasoning. The findings for board members are consistent with the concept of bureaucratic socialization. For attorneys, the findings are compatible with the basic conservative nature of law grounded in the doctrine of "stare decisis," under which precedents established in past cases form the basis for future decisions. Three tables and a sample vignette are included. (LMI)

ED 376 611 EA 026 330

Mann, Judy
Bridging the Gender Gap: How Girls Learn.
PUB DATE- Oct 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Opportunities; Elementary Secondary Education; Equal Education; *Females; *Learning Processes; Mathematics Achievement; Science Education; *Sex Bias; Sex Differences; Sex Discrimination; *Sex Stereotypes; Socialization

This publication discusses the development of girls and women within a hierarchical power structure and the effects on their self-esteem and performance. It describes the differences between girls' and boys' learning styles and educational experiences, which have differential effects on self-esteem and performance, particularly in mathematics and science achievement. Girls face obstacles in the form of teacher bias, a socialization process that teaches passivity, and high schools that break up friendship networks. Public schools can replicate the experience of academically strong girls' schools by: (1) mandating teacher training about equity in the classroom; (2) incorporating teaching techniques that place more emphasis on collaboration and hands-on learning; (3) including women authors and heroines in assigned readings; and (4) using textbooks that depict women participating in science and historical events. A list of organizations that sponsor programs in support of girls' education is included. (LMI)

ED 376 612 EA 026 331

Lemieux, Russell A.
How To Run an Effective Fund-Raiser.
PUB DATE- Oct 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Finance; Elementary Education; Financial Support; *Fund Raising; Income; *School Business Relationship; *School Funds; School Support; Student Participation

The growing scarcity of money for schools and school-related groups has forced many administrators and parent-teacher organizations to seek alternative sources of funds. One of the most effective methods is a fund-raising campaign selling products. More than 2,000 fund-raising companies that supply products and provide a variety of services and guidance to schools now operate in the United States and Canada. This publication offers guidelines to schools and their fund-rasing coordinators in choosing the right products, company, and program. Other factors to consider are the age, experience, and number of student volunteers; additional company services; and captioning; (2) communication strategies; (3) environmental considerations; and (4) support services. Appended to the paper are a summary of a report on interpreting and captioning services at UBC, an article reprint on UBC classroom acoustics, and a checklist of support services. (JDD)

ED 376 631 EC 303 458

Caron, Jackie
Male-Female Characteristics of Fragile X Syndrome.
PUB DATE- Jan 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Autism; Children; *Cognitive Development; *Congenital Impairments; Elementary Secondary Education; Females; Genetics; Heredity; Incidence; Intervention; Males; *Mental Retardation; *Sex Differences; *Symptoms (Individual Disorders)
IDENTIFIERS- *Fragile X Syndrome

Fragile X syndrome is the most common cause of mental retardation next to Down syndrome. The syndrome is more prevalent in males because they only have one X chromosome, where the gene for fragile X is carried, while women have two X chromosomes and the normal gene can compensate for the affected chromosome. Certain physical features are associated with the syndrome, such as elongated faces and hyperextensible finger joints. Children with fragile X have IQs that decline as they become adults. Language problems affect all males with fragile X, even those that have a normal IQ. Many prepubertal males may have borderline IQs, learning disabilities, attention deficits, and hyperactivity. Primary weaknesses include arithmetic, short-term memory, and signs of autistic behavior that lasts into adulthood. Women with fragile X show milder symptoms than men, both in physical and cognitive problems. One of the main treatments for fragile X is folic acid, along with special education, language therapy, occupational therapy, and psychotherapy. Genetic counseling is very important for anyone who is aware of having or being a carrier of the fragile X syndrome. (Contains 12 references.) (JDD)

ED 376 632 EC 303 459

Reauthorization of the Individuals with Disabilities Education Act (IDEA). State of the Council for Exceptional Children (CEC) Presented by Pam Gillet to the Subcommittee on Select Education and Civil Rights, United States House of Representatives.
PUB DATE- 19 Jul 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advocacy; Cultural Differences; Definitions; *Disabilities; Due Process; *Educational Legislation; *Educational Policy; Elementary Secondary Education; Eligibility; Federal Aid; Federal Legislation; Hearings; Individualized Education Programs; *Policy Analysis; *Position Papers; Professional Associations; State Aid; Student Educational Objectives
IDENTIFIERS- Congress 103rd; *Council for Exceptional Children; *Individuals with Disabilities Education Act; Reauthorization

proactive in the planning process. The workbook format is designed to assist in formulating strategies, recording issues, and documenting progress. Individual sections address: an overview of the transition process; development of personal visions of the future; program planning--the role of parents and students on the transition team; case management; preparing for and participating in the Individual Service Plan meeting; vocational education planning; the Division of Rehabilitation Services; types of employment; residential options; preparing for transition to adult health care services; health care skills; estate planning; and the life planning process. (DB)

ED 376 650 EC 303 478

Broughton, Georg
A Test and Control Experiment That Will Assess the Effectiveness of Sensory-Bridging, Computer Hardware and Software, in Aiding Visually-Impaired, Deaf, and Dyslexic Students in Achieving Greater Academic Gains as Reflected by Attainment of Proportionately Higher Scores on Simulated Versions of the Standardized TABE Test and a Simulated GED Examination.
PUB DATE- 28 Mar 94
NOTE- 60p.; Master of Science Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Adult Basic Education; Assistive Devices (for Disabled); *Computer Uses in Education; Disabilities; *Dyslexia; Elementary Secondary Education; *Hearing Impairments; Learning Centers (Classroom); Learning Laboratories; Sensory Aids; *Visual Impairments; *Vocational Rehabilitation; Young Adults
IDENTIFIERS- Florida (Gainesville); *General Educational Development Tests; Job Corps; Test of Adult Basic Education

This practicum involved the design and implementation of a 4-station computer learning laboratory to enhance the academic learning gains of two visually impaired, two hearing impaired, and two dyslexic students at the Gainesville (Florida) Job Corps Center. The learning laboratory was equipped with computer hardware and software to perform the functions of human surrogate readers, writers, and interpreters. Students were followed while preparing for the General Education Development (GED) examination. Students were given two simulated TABE (Test of Adult Basic Education) tests and a mock GED examination over the course of 4 months. The group that used the sensory-bridging equipment as an alternate modality scored significantly higher than their control counterparts. Appendices include a program brochure, results of reputability and evaluability assessments, budget information, and detailed results of the simulated tests. Contains five references. (DB)

ED 376 651 EC 303 480

Whitworth, Jerry E.
Personnel Recruitment and Retention in Special Education: Meeting the Challenge.
PUB DATE- Dec 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Data Collection; *Disabilities; Elementary Secondary

strategies; and strategies for empowering and involving consumers in the assessment and planning process. Each unit in the instructor's guide refers to other components of the instructional package. (JDD)

ED 376 670 EC 303 500

Farley, Roy C.; Bolton, Brian
Developing an Employability Assessment and Planning Program in Rehabilitation & Educational Settings. Instructor's Resource Manual, Sample Instruments, & Reports.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 71p.; For "Participant's Workbook" and "Instructor's Guide," see EC 303 498-499.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; *Career Development; Career Planning; *Disabilities; Elementary Secondary Education; *Employment Potential; Models; Program Development; *Vocational Evaluation; *Vocational Rehabilitation

This resource manual is one component of an instructional package designed to develop an employability assessment and planning program for use with individuals with disabilities. The resource materials are designed to be used as handouts or as overheads in providing program development training to preservice or inservice rehabilitation specialists or educators. The materials provide: definitions of terms, elements of an employability development program, factors influencing successful task completion, principles of testing and test interpretation, vocational choice assessment and planning strategies, job acquisition assessment and planning strategies, job retention assessment and planning strategies, and strategies for empowering and involving consumers in the assessment and planning process. (JDD)

ED 376 671 EC 303 501

Means, Bob; And Others
Employability and Employment Approaches: Currently Practiced in Independent Living Programs. A Resource Document.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Adults; *Disabilities; Employment Potential; Employment Programs; *Employment Services; *Independent Living; Job Placement; Program Descriptions; *Vocational Rehabilitation

This document provides descriptions of employment interventions as a resource for use in initiating or expanding employment services for individuals with disabilities. The document presents abstracts of 40 employability/employment interventions and practices currently in use by independent living programs throughout the United States. The abstracts include a brief description of the employment services offered, geographic area served, populations served, staff, funding source, and program

DESCRIPTORS- Cultural Context; Culture Conflict; Elementary Secondary Education; *Inclusive Schools; *Mainstreaming; Qualitative Research; *Regular and Special Education Relationship; *Severe Disabilities; Social Integration; Special Education Teachers; Teacher Attitudes; *Teacher Role; *Team Teaching
IDENTIFIERS- *Pennsylvania State University

This qualitative study examines the perspectives of 14 teachers of students with severe disabilities whose role changed from special education teacher to integration facilitator. All 14 participants expressed strong beliefs that students with severe disabilities would learn more in an integrated environment. The teachers identified themselves as being part of general education, by identifying the school principal rather than the administrator of special education as their primary supervisor and support, by not wanting a special education label attached to their job title, and by identifying general education teachers as more helpful than special education colleagues. This is described as a process of cultural assimilation. Integration facilitators faced uncertainties about roles and responsibilities in their first year of work. This drove the integration facilitators to work with those in general education in a spirit of collaboration, but crossing the cultural boundary from special to general education required huge amounts of time and dedication. The integration facilitators needed to translate the language of special education so that general education teachers could understand them. All 14 experienced a lack of confidence in their new roles and found social support necessary during the initial weeks and months--support which often came from the other general education teachers. (Contains 29 references.) (JDD)

ED 376 690 EC 303 626

National Agenda for Achieving Better Results for Children and Youth with Serious Emotional Disturbance.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 1 Sep 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Cooperative Programs; Cultural Differences; Educational Legislation; *Educational Objectives; Elementary Secondary Education; *Emotional Disturbances; Family School Relationship; Federal Legislation; Government Role; Long Range Planning; Personal Autonomy; Prevention; School Community Relationship; Self Determination; Severe Disabilities; *Special Education; Student Evaluation
IDENTIFIERS- Diversity (Student); Office of Special Education Programs

This report documents the problem of educating students with serious emotional disturbance, reviews the legislative and administrative background, and identifies seven strategic targets in a national agenda for these children. The magnitude of the problem is supported by data on these students concerning academic outcomes, graduation rates, school placement, school absenteeism, dropout rates, encounters with the juvenile justice system, and identification rates of students of varying socio-economic backgrounds. The legislative and administrative background includes Part C of the Individuals with Disabilities Education Act and activities of perceptions of writing in a foreign language context, through observation and interviews; and (3) discourse analysis of the writing samples. It is concluded that L2 learners do rely on L1 literacy skills for L2 writing, and acknowledge the constraints of limited vocabulary and insufficient grammatical knowledge in producing L2 writing. In addition, L2 language proficiency, including oral skills, appears to affect L2 writing skills. A number of variables are seen as explaining variability in student performance. (MSE)

ED 376 711 FL 022 577

Jourdenais, Renee
Academic Library Skills for the ESL Student.
PUB DATE- 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Students; Computer Literacy; *Course Descriptions; *English (Second Language); Foreign Students; Higher Education; *Library Instruction; *Library Skills; Reading Instruction; Reading Writing Relationship; *Research Papers (Students); *Research Skills; Student Attitudes; Writing Instruction

This paper presents a syllabus for an academic library skills course for college-level English-as-a-Second Language (ESL) students developed by an instructor of reading and writing in an intensive English program for upper level ESL students in a large state university. At the culmination of the 15-week program, each student was required to complete an original research paper; yet little in the way of independent research was demanded and little training in the relevant methodologies was provided. The purpose of the syllabus was to remedy this situation by incorporating more library time into the program and by providing students with hands-on library experience. The syllabus was tried out in a 10-week summer session. A 1-page, 4-column outline showing the progression of the course from week 1 through week 8 (the last two weeks had no library component) under the headings "Week," "Reading," "Writing," and "Library" is given, followed by a page of amplification on each week's activities. The paper includes two sets of student comments, the first concerning their reactions to North American university libraries in general, and the second concerning their perceptions of the benefits to be derived from the library skills program. An appeal to all teachers to instruct students in the use of the library concludes the paper. (LR)

ED 376 712 FL 022 578

Matthews, P. H.
Grammatical Theory in the United States from Bloomfield to Chomsky. Cambridge Studies in Linguistics: 67.
PUB DATE- 93
NOTE- 285p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- Educational History; *Generative Grammar; *Grammar;

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Learning; Classroom Observation Techniques; Classroom Techniques; Computer Oriented Programs; Educational Change; Educational Research; Educational Strategies; English (Second Language); Evaluation Methods; Feedback; Foreign Countries; Humanistic Education; Individual Development; Individualized Instruction; Instructional Improvement; Language Research; *Language Teachers; Mentors; Methods Courses; *Modern Languages; Neurolinguistics; Portfolios (Background Materials); Program Length; Second Language Instruction; Student Placement; Student Teachers; Teacher Attitudes; *Teacher Education; Teacher Educator Education; *Teacher Evaluation; *Teacher Supervision; Tutorial Programs

This document consists of the three issues of the journal "The Teacher Trainer" published in 1994. This journal is designed for those interested in modern language teacher training. It makes use of a variety of formats: article, letter, comment, quotation, cartoon, interview, spoof, Haiku ideas. Typical article topics during 1994 included: language school management; psychological risks for teachers during a period of methodological change; the cultural context of and motivation for language learning; the nature of preservice teacher training; supervisor feedback and classroom practice; using portfolios for teacher assessment in methods courses; consumerism in language teacher training; individualized instruction in inservice training; peer mentoring; trainee feedback on supervision; relevance in English-as-a-Second-Language programs; training program length; neurolinguistics; use of computerized language corpora for teacher training; recording data during teacher training sessions; idea files for teacher training courses; school placement for student teaching; adult learning; professional hierarchies in teacher training; and humanistic classroom methods. (MSE)

ED 376 731 FL 022 604

Arnberg, Lenore
Raising Children Bilingually: The Pre-School Years. Multilingual Matters 27.
PUB DATE- 87
NOTE- 183p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Acculturation; *Bilingualism; Case Studies; Child Development; Cognitive Development; *Family Environment; Foreign Countries; Immigrants; Intelligence; *Language Acquisition; Language Attitudes; Language Processing; *Language Role; Learning Processes; Minority Groups; *Parent Influence; Parent Role; *Preschool Children; Preschool Education; Rating Scales; Second Language Learning; Social Development

A discussion of the development of bilingualism in preschool-age children, intended for parents, focuses on the reasons for encouraging bilingualism and the role of family members and home environment in doing so. An introductory section offers background information on the book and a brief examination of the situation for emigrants coping with a new culture. This section notes the role of parents as models and factors in the development of bilingual/bicultural identity among parents and children alike. The second part examines the effects of bilingualism on the child's intellectual, cognitive, language,

LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Dining Facilities; Equipment Maintenance; Ethics; Food Handling Facilities; *Food Service; *Hospitality Occupations; Hotels; *Housekeepers; Hygiene; Integrated Curriculum; Laundry Drycleaning Occupations; Learning Activities; Legal Responsibility; *Managerial Occupations; Marketing; Nutrition; *Occupational Home Economics; Office Occupations; Public Relations; Purchasing; Safety; Sanitation; Secondary Education; State Curriculum Guides; Technology; Time Management
IDENTIFIERS- Building Security; Customer Relations; Customer Services; *Texas

This guide, which was developed as part of Texas' home economics education program, is intended to assist teachers of a hospitality services course focusing on the food and lodging segments of the hospitality and tourism industry. The first 40% of the approximately 600-page guide consists of strategies for teaching each of 29 essential concepts/skills in five categories: (1) hospitality services (management functions, professional ethics, ownership/management structures, safety and emergency procedures, and technology in the hospitality industry); (2) supportive services (property maintenance/repair, purchasing, property security, public relations, and legal considerations); (3) the psychology of guests (define concept of guest/customer, discuss guest/customer needs and techniques for complaint resolution and guest/customer service); (4) lodging operations (front office procedures, typical departments and functions, housekeeping/energy equipment/supplies and methods/procedures, time and energy management, sanitation and disinfection, entering and exiting assigned cleaning area, and linen repair/maintenance); and (5) food and beverage operations (sources/functions of nutrients, food preparation and service, sanitation, food service equipment, management principles, food production techniques, and food presentation/serving). Also included are the following: teaching aids (student handouts and learning activities, sample forms, and transparency masters); tests for each of the 29 chapters; test answers; answers to exercises in the program's student activity book; and a supplemental guide to integrating academic skills instruction into the hospitality services course. Contains a seven-item reference list and a seven-item bibliography. (MN)

ED 376 282 CE 067 508

Academic Integration Supplement to the Advanced Food Science and Nutrition Curriculum Guide.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Programs and Instruction.
PUB DATE- Jun 94
NOTE- 39p.; For related documents, see ED 306 383 and ED 339 889.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Exploration; Careers; Course Content; Course Descriptions; *Food Service; *Foods Instruction; Instructional Materials; *Integrated Curriculum; Language Arts; Mathematics Skills; *Nutrition Instruction; *Occupational Home Economics; Postsecondary Education; Science Instruction; Secondary Education; Social Studies; State

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Associate Degrees; Aviation Technology; Communication Skills; Competence; *Competency Based Education; *Curriculum Design; Design; Foods Instruction; Health Occupations; High Schools; Hydraulics; Mathematics Instruction; Mathematics Skills; Mechanics (Process); Science Instruction; Science Process Skills; Technical Institutes; *Transitional Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS- Blackhawk Technical College WI; *Curriculum Mapping; *Tech Prep

This document consists of 37 draft curriculum maps and 3 curricula that were developed to enable vocational students to make a smooth transition from their high school vocational program to an associate degree or vocational diploma program at Blackhawk Technical College in Wisconsin. The career maps outline the reading, mathematics, and other skills/skill levels and high school- and technical college-level course sequences required of students pursuing the given career path. Next, 15 entry-level communication competencies required of all tech prep students are listed. The remainder of the guide consists of three 4-week technical college-level competency-based courses in the following subjects: applied mathematics (basic arithmetic operations, quality assurance, statistics, measurement, scientific notation, and trigonometry); science (food science; avionics/hydraulics; the chemical breakdown of foodstuffs, gas laws and laboratory procedures, and an overview of anatomy; and force and motion); and communications (basic communication, business correspondence, and report-writing skills as related to occupations in food science, aviation, allied health, and mechanical design). Each curriculum guide contains some or all of the following: syllabus, behavioral objectives, background information, instructional handouts, and learning activities. (MN)

ED 376 300 CE 067 563

Tools for Tomorrow: Women in the Trades. Trainer's Guide.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 93
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Apprenticeships; Behavioral Objectives; Blueprints; Bricklaying; *Building Trades; Carpentry; Communication Skills; Competence; *Competency Based Education; Construction (Process); Course Descriptions; Electrical Occupations; *Females; Hand Tools; Interior Design; Job Search Methods; Learning Activities; Learning Modules; Lesson Plans; Machine Tool Operators; Masonry; *Nontraditional Occupations; Painting (Industrial Arts); Physical Fitness; Plumbing; Safety; Sheet Metal Work; *Skilled Occupations; Technical Institutes; *Trade and Industrial Education; Two Year Colleges; Welding; Woodworking

This guide is intended for use by trainers presenting the Tools for Tomorrow program, a technical college program to train women for employment in 13 skilled trades. Discussed in the first two sections are these topics: the program's purposes, barriers encountered by women seeking to enter trades, and various aspects of implementing the Tools for Tomorrow program. Section 3 consists of 11 lesson plans on topics of general commitment, retention, recognition, and evaluation. Implementation strategies were suggested for each component. Four issues were recommended for examination: a need for assessment of the long-term effectiveness of partnership efforts; a need for consistent, measurable standards to evaluate partnerships; a need for a standardized language to describe successful partnerships; and a need for regionalizing business-education partnership efforts. (Contains 121 references. Appendixes include survey instruments and summary of survey and interview responses.) (YLB)

ED 376 318 CE 067 603

Luzzo, Darrell Anthony
Assessing the Value of Social-Cognitive Constructs in Career Development.
PUB DATE- Aug 94
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (102nd, Los Angeles, CA, August 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Career Counseling; *Career Development; Career Education; Cognitive Structures; *College Students; *Decision Making; Higher Education; *Locus of Control; Maturity Tests; *Self Efficacy; Undergraduate Students; *Vocational Maturity; Work Attitudes

This study assessed the relative value of Bandura's (1977, 1982, 1986) self-efficacy theory and Rotter's (1966) locus of control model in predicting the career maturity of college students. A sample of 113 undergraduates (83 women and 30 men) completed a demographics questionnaire and measures of career decision-making (CDM) self-efficacy (Taylor & Betz, 1983), career locus of control (Trice, Haire, & Elliott, 1989), CDM attitudes (Crites, 1978a), and CDM skills (Super, Thompson, Lindeman, Jordaan, & Myers, 1981). Results reveal that self-efficacy theory is superior to the locus of control model in predicting the CDM attitudes of college students. Results also showed that the most powerful predictor of CDM skills among college students was their CDM attitudes. Locus of control accounted for additional variance in the CDM attitudes of the participants. Age did not enter either of the regression equations despite its significant correlation with CDM attitudes and CDM skills. (Contains 43 references and 3 data tables.) (Author/YLB)

ED 376 319 CE 067 604

Vitzthum, Edward F.; And Others
Lessons of Exercise Certain Sage '92 at Ft. Riley, KS from an Adult Educator's Perspective.
PUB DATE- Nov 94
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Nashville, TN, November 2-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Continuing Education; *Job Performance; *Military Personnel; Military Service; Military

*Democracy; Government (Administrative Body); *Literacy Education; Reading Comprehension; Social Studies; Vocabulary Development
IDENTIFIERS- 353 Project

This project report describes the development of a literacy curriculum that introduced the elements of democracy. After reviewing existing print and video materials, a curriculum design team of literacy practitioners and civic activists prepared a draft curriculum and pilot tested it in six adult literacy classes. Based on feedback from teachers and students, a final curriculum was prepared. The final report is accompanied by the civic literacy curriculum. The curriculum consists of 20 2-hour lessons. EAch lesson states the purpose or the major theme and offers a thought-provoking reflection that could be used either to stimulate discussion or to encourage journal writing; a major reading section on civics; a vocabulary section; and reading comprehension questions. Throughout the lessons, there are exercises for small group or large group discussions. The lessons cover the following topics: introduction; a look at democracy; what is community; a clash of principles; civics and the social contract; the social context; Declaration of Independence; understanding the Declaration; democracy in action; Preamble to the Constitution; working government; understanding state and local government; politics and power; Bill of Rights; from the personal to the political; types of action; finding solutions; and suggestions for change. Other contents include an evaluation, list of useful texts, and handouts. (YLB)

ED 376 338 CE 067 635

Family Literacy in Bridge Housing.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Curriculum Development; Delivery Systems; Demonstration Programs; Economically Disadvantaged; *Homeless People; Housing Needs; Infants; *Literacy Education; Mothers; *Parent Child Relationship; Parent Role; Preschool Children; Preschool Education; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Toddlers
IDENTIFIERS- 353 Project; *Bridge Housing; *Family Literacy

A project proposed to demonstrate an effective delivery system for providing family literacy services to homeless parents of young children by taking the "Read Me a Story" program directly into bridge housing sites where the families resided. The approach offered was the direct parent/indirect child model. The curriculum came from adaptations of others' work as well as instructor-developed activities to reinforce the lessons. The target audience was parents of infants, toddlers, and preschoolers who were residing in four bridge housing facilities located in the Greater Pittsburgh area; all participants were women. Child care was provided. The program was evaluated on a weekly basis and at the end of the six-session workshop by the instructor to determine if the content was appropriate for and acceptable to the women at the bridge housing programs. The bridge housing program staff evaluated the effectiveness upon the conclusion of the workshop sessions.

Cooper, Richard
Staff Development Workshops about Learning Disabilities.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 94
NOTE- 135p.; For related documents, see CE 067 663-666.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Classroom Techniques; *Inservice Teacher Education; Learning Activities; *Learning Disabilities; Material Development; Program Development; Program Effectiveness; *Statewide Planning; *Teacher Workshops; Teaching Guides; Teaching Methods; Workbooks
IDENTIFIERS- 353 Project; *Pennsylvania

A project was conducted to provide staff development workshops about adults with learning problems to agencies throughout Pennsylvania. Workshops and accompanying guides on nine topics ranging from understanding learning differences, problems, and disabilities to alternative instructional techniques were developed. Workshops were conducted throughout Pennsylvania for adult basic education (ABE) teachers and volunteer tutors. Each workshop combined lecture and question-and-answer segments. Because of the severe weather during the winter when the workshops were offered, approximately 350 individuals attended the workshops instead of the 500 persons anticipated. Those ABE teachers and tutors who did attend indicated that the workshops were very helpful and provided them with techniques that they could use immediately with their students. (This report includes a vocabulary development workbook; a guide for teaching students with learning problems to write with a word processor; guides for improving the math and spelling skills of students with learning problems; a career counseling guide for teachers, parents, and students with learning problems; and a guide for college students with learning problems.) (MN)

ED 376 357 CE 067 665

Cooper, Richard
Sight/Sound System.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 89
NOTE- 56p.; For related documents, see CE 067 663-666.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Classroom Techniques; Context Clues; *Decoding (Reading); Educational Objectives; *Learning Disabilities; *Literacy Education; Prefixes (Grammar); *Sight Vocabulary; Special Education; Suffixes; *Teaching Methods; *Vocabulary Development; Word Lists
IDENTIFIERS- 353 Project

This guide explains the purpose, components, and use of the Sight/Sound System, which is an alternative reading instruction approach designed to meet the individual needs of learners of all ages who have poor decoding skills. Described in the first section are the ways in which the system works to accomplish the following goals: develop confidence, build sight vocabulary, develop decoding skills without extensive use of unit of instruction: objective sheet, suggested activities for the teacher, answers to assignment sheets and written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheets, assignment sheets, student supplements, and job sheets. All of the unit components focus on measurable and observable learning outcomes; they are designed for use in more than one lesson or class period of instruction. In addition to the units of study, the teacher's edition contains instruction for using the publication; a competency profile; an instructional and task analysis, a list of related academic and workplace skills; a tools, and an equipment and materials list. Contains 14 references. (KC)

ED 376 375 CE 067 703

Baker, Beverly; And Others
Surgical Procedures. Second Edition. Teacher Edition.
PUB DATE- 95
NOTE- 851p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Classroom Techniques; Competence; Competency Based Education; Course Content; Educational Resources; *Entry Workers; *Job Skills; Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; *Surgical Technicians; Teaching Guides; Teaching Methods; Test Items

This teacher's guide contains 13 units of instruction for a course that will prepare students with the entry-level competencies needed by a surgical technologist. The course covers the following topics: introduction to surgical procedures; diagnostic procedures; general surgery; gastrointestinal surgery; obstetrics and gynecological surgery; genitourinary surgery; ear, nose, and throat surgery; ophthalmic surgery; plastic surgery; orthopedic surgery; neurosurgery; thoracic surgery; and cardiovascular and peripheral vascular surgery. Each of the instructional units, which are keyed to similar student units of study, includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, answers to assignment sheets and written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheets, assignment sheets, student supplements, and job sheets. All of the unit components focus on measurable and observable learning outcomes; they are designed for use in more than one lesson or class period of instruction. In addition to the units of study, the teacher's edition contains instruction for using the publication; a competency profile; an instructional and task analysis, a list of related academic and workplace skills; a tools, equipment and materials list; and a list of 20 references. (KC)

ED 376 376 CE 067 708

Newman, Michael
Defining the Enemy: Adult Education in Social Action.
PUB DATE- 94
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Activism; *Adult Education; *Adult Learning;

complexity of ethnic and racial identity. This study measures the bicultural and global-human identities among first- and second-generation, Mexican-American adolescents. The participants, (84 male, 93 female) from Los Angeles high schools, had both parents of Mexican descent (60 of the adolescents were born in Mexico and 117 were born in the United States). The study incorporated existing instruments and dealt with affective rather than behavioral aspects of social identity. Factor analysis yielded three meaningful independent identities: (1) Mexican (Latino); (2) Mainstream (American); and (3) Global-human. Gender comparisons yielded no differences in American, Latino, and Global-human identities, nor in acculturation, ethnic pride, and educational aspiration. However, boys did score significantly higher than girls on self-esteem while girls scored higher on the importance of educational achievement. The author used Latino and American identity measures to identify J. Berry's four modes of acculturation: separated, assimilated, marginalized, and bicultural. No differences appeared in the acculturation groups in self-esteem and academic aspiration, although the bicultural group tended to score higher on global-human identity. Generational comparisons revealed that first and second generation participants scored equally high on ethnic identity as compared to American identity. (Contains 44 references.) (RJM)

ED 376 395 CG 025 800

Melichar, Joseph F.
System Models and Aging: A Driving Example.
PUB DATE- Jun 94
NOTE- 20p.; Paper presented at the Annual Meeting of the International Society for Systems Sciences (38th, Pacific Grove, CA, June 14-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Aging (Individuals); Geriatrics; *Gerontology; Interaction Process Analysis; Mobility; Models; *Older Adults; *Physical Mobility; Simulation; Systems Approach
IDENTIFIERS- Driver Performance; *Drivers; Driving; Population Aging; *Systems Modeling

Chronological age is a marker in time but it fails to measure accurately the performance or behavioral characteristics of individuals. This paper models the complexity of aging by using a system model and a human function paradigm. These models help facilitate representation of older adults, integrate research agendas, and enhance remediative services and educational approaches. To facilitate addressing the complexity, a model of the driving process is presented which has three main components: the driving environment, the person, and the interface between them. The purpose is to use identified component processes to produce a representational system to: (1) identify critical combinations of factors that produce risks to the older driver; (2) study the interaction of mobility and aging processes; and (3) guide research strategies and analysis of experimental data. The paper presents the model and the first stages of integration of the functional activities used in driving. The methods for identifying the component activities and processes involved are discussed along with the problems faced in integration of component activities, definitions of risk, relation of aging process variables to activities, and the identification of expected performance of expressed that effective violence-prevention programs can be initiated by giving readers ideas on how to stop violence and by providing the theoretical rationale for those ideas. Some programs that may offer ways to prevent violence in different neighborhoods are cited; it is hoped that this booklet will serve as a guide for administrators and other school personnel as these leaders work to end violence in their communities. (RJM)

ED 376 414   CG 025 834

Proctor, Janet; Hwalek, Melanie
Improving Our Effectiveness in Working with Abusers: A Training for Elder Abuse and Neglect Caseworkers. Trainer's Guidebook.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 93
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; Aging (Individuals); *Antisocial Behavior; *Caseworkers; *Crime Prevention; *Elder Abuse; Family Violence; Gerontology; *Older Adults; Parent Child Relationship; Rehabilitation; Social Work; *Social Workers; Substance Abuse; Victims of Crime; Violence
IDENTIFIERS- Abuse (of Disabled); *Illinois

This guidebook provides information for caseworkers who investigate allegations of abuse, neglect, financial exploitation and who also provide ongoing case management and follow-up with victims of abuse. The program focuses on caseworkers' attitudes and their knowledge and skills in dealing with abusers, particularly abusers who are chemically dependent. The guide arose from a research project which examined 537 substantiated cases of elder abuse and neglect cases so that investigators could understand better those interventions which reduced the risk of future abuse, neglect, and financial exploitation among the elderly. Researchers found that not all cases of elder abuse "get better." Cases least likely to improve over time include those involving chronic and/or severe abuse, substance abuse of the abuser, the abuser's inability to respond appropriately to stress, and the financial dependence of the abuser on the victim. Unfortunately, caseworkers frequently overlook information about the abuser during the initial investigation of abuse allegations and, subsequently, many intervention strategies do not focus on modifying or changing the abuser's behavior. Unless interventions include serious attempts at resolving the problems of abusers, the victims' situations are not likely to improve. The guidebook outlines the format and the materials needed for the program. Appendixes include: lifeboat rules, training evaluation, and a caseworker handbook. (RJM)

ED 376 415   CG 025 835

Post High School Plans Survey.
PUB DATE- Jul 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)

Case Studies of Bilingual and Monolingual Readers: Focus on Strategic Reading Processes. Technical Report No. 602.
PUB DATE- Nov 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Hispanic Americans; Intermediate Grades; Language Skills; *Metacognition; Qualitative Research; *Reading Ability; Reading Attitudes; *Reading Processes; Reading Research; Spanish
IDENTIFIERS- Bilinguals; Hispanic American Students; Latinas; *Strategic Reading

A study described the cognitive and metacognitive knowledge of a sixth-grade proficient bilingual reader who was a Latina by comparing her reading processes and strategies with those of a marginally proficient bilingual reader and a proficient monolingual reader. Data collection processes included prompted and unprompted think-alouds, interviews, text retellings, a prior-knowledge measure, and a questionnaire. All student participants read one narrative and two expository texts in English, and the two bilingual students also read a comparable set of Spanish texts. Qualitative analyses revealed four key dimensions that distinguished the proficient bilingual reader's performance from the performances of the other two readers: how she navigated unknown vocabulary in both languages, how she viewed the purpose of reading, how she interacted with text, and how she took advantage of her bilingualism. Findings suggest that explicit knowledge of Spanish and English relationships can facilitate bilingual students' reading comprehension, that unknown vocabulary created obstacles for the bilingual readers, that the combination of reading expertise and bilingualism visibly affected the bilingual students' reading comprehension, and that the cultural and linguistic familiarity of the reading passages created a qualitatively different experience for the proficient monolingual reader. (Contains 51 references and one table of data. An English narrative passage and student interview protocol are attached.) (Author/RS)

ED 376 435 CS 011 877

Hartman, Jeanette A.; Hartman, Douglas K.
Arranging Multi-Text Reading Experiences That Expand the Reader's Role. Technical Report No. 604.
PUB DATE- Nov 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Elementary Education; *Reading Habits; *Reading Instruction; *Reading Materials; *Reading Strategies; Student Evaluation; Text Structure
IDENTIFIERS- Reading Across the Curriculum; Scaffolding; Text Factors

Elementary school students learn in school to stay within the boundaries of a single text, but students should be encouraged to read beyond a single text. A "single-passage paradigm" pervades school-based reading instruction, research, and assessment. Four scaffolding issues can promote a variety of stimulating approaches for reading across texts while providing a flexible framework: (1) type of texts that can be used; (2) ways to arrange texts; (3) activities to enhance students' training to use in the classroom; and enables teachers in training to have empathy for the children who will be using a portfolio collection in the classroom. A summary sheet is given to students for organizational purposes. Teachers in training tutor a child for 10 sessions (approximately one hour each) throughout the semester. Teachers in training also collaborate with a classmate when evaluating the tutee's portfolio. The program has been successful in helping preservice teachers to understand the process of portfolio collection for their students as well as themselves. (Contains a sample portfolio summary sheet and a list of suggested items for the tutee's portfolio.) (RS)

ED 376 456 CS 214 406

Young, Michael W.
Intentions of Writers and Intonations of Audience: Critical Speaking, Listening, and Composing in Creative Writing Classrooms.
PUB DATE- Mar 93
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993). Best available copy.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audience Awareness; *Cooperation; Creative Writing; Higher Education; *Reader Response; Revision (Written Composition); Student Surveys; Workshops; *Writing Instruction; Writing Research
IDENTIFIERS- Author Text Relationship; University of Nebraska Lincoln

Debates as to the critical element in the writing process have usually taken sides as to either the preeminence of the writer or the essential nature of the text. Throughout two separate studies into the instruction of creative writing genres, the key element in every teaching situation is, instead of writer or text, the creation of a tangible audience for the student writer. In each of these studies, the introduction of a tangible audience into the classroom (English 252 at the University of Nebraska, Lincoln) is the vital element for the teacher and student. The major goal of the Fiction Writing/Audience-Outside method is to inform and demonstrate to students their own role as authors of a text. Not merely engaged in the arrangement of words to produce "what the teacher wants," students see their texts as interacting with an audience. A survey of the students shows their appreciation of the openness of the class and the opportunity to witness actual responses to their writing. A second study divided a class into several groups who, as readers, interpreted short stories without input from the student writers. Based on these readings, the authors of four out of the five short stories decided to revise their stories. These student writers have gained from these methods involving audience awareness--they have, ironically, gained a greater sense of themselves. (Includes a figure.) (TB)

ED 376 457 CS 214 448

Vandenberg, Peter
An Economy of Class Differential: Productivity in Composition Studies.
PUB DATE- 13 Jul 94

have been (1) the research investigating the way writing is taught and (2) the computer. Proponents of the various writing models endorse writing as an ongoing, multi-stage process, with equal emphasis given to each of the stages. Educational computing has undergone a change of focus regarding how the microcomputer should be used in language arts, especially in writing. As a tool for practice in writing, the word processor's usefulness is unparalleled. Even a beginner can use the delete, strikeover, and insert functions to make simple changes. Teachers can get around the typical problem of too few computers in the classroom by having children write on paper first. The word processor has helped realize the advantages offered in process writing. Revising, editing, and printing multiple copies becomes easy. For effective use of the word processor, schools must make a commitment to its use, and the classroom teacher must make an even stronger commitment to invest a great deal of time in teaching students how to use it. The ideal situation would be to place the teacher at the front of a computer for whole-class instruction. However, a peer-tutoring system can also work. In any case, the key is as much "hands-on" activity as possible. (RS)

ED 376 475 CS 214 600

Chapman, Jane
The Ahab Teacher.
PUB DATE- Mar 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Higher Education; *Personality Measures; Secondary Education; *Teacher Attitudes; *Teacher Characteristics; *Teacher Improvement; *Teacher Student Relationship
IDENTIFIERS- Communication Patterns

Melville's Captain Ahab might stand as an archetype for the person who attempts to control rather than discover. Such persons inevitably limit their own potential and suppress expression and development in those around them. A teacher who taught first in middle school and now on the college level found that despite her vow never to become a Captain Ahab, she had become controlling and rigid in the classroom. Though she cared deeply about her students and took a personal interest in each of them, they for various reasons perceived her as cold and unapproachable. While she still believes in rules, structure and high expectations, she has learned to temper these tendencies with other qualities. According to the Myers-Briggs personality typology, she is an ISTJ (Introvert, Sensing, Thinking, Judging), a personality respected in this culture for its dependability, organization, structure and responsibility. In order to accommodate her students' needs, however, she attempted to incorporate some of the qualities of the ENFP, a personality respected for its enthusiasm, imagination, and concern for people. Simple changes such as the way a teacher dresses go a long way. Before she goes to class each day, she gives herself a little pep talk about being friendly and open. If teachers want to be advocates rather than adversaries, they must let their students know that they care about them as individuals. (TB) she considered her students "emotionally engaged"; they were young writers, artists. Her class structure reflected her respect for the students: no grades were assigned to individual papers; they prepared a portfolio instead. Such findings raise the following questions: why are writing about literature and creative writing taught so differently? why should the structure of one be more rigid than the other? (Handouts include course syllabi and researchers' comments.) (TB)

ED 376 494 CS 214 620

McLean, Marlene Christmas
Increasing the Writing Process Skills of Second Graders through the Implementation of Portfolios.
PUB DATE- 94
NOTE- 58p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 2; *Portfolio Assessment; Portfolios (Background Materials); Primary Education; *Self Evaluation (Individuals); *Skill Development; Student Surveys; Writing Attitudes; *Writing Processes; *Writing Skills
IDENTIFIERS- Process Approach (Writing); Teacher Surveys; *Writing Development

Second-grade students at a public school in an upper middle class neighborhood had received minimal guidance in the writing process and in self-evaluation of writing progress. In addition, the students did not have the opportunity for meaningful writing daily. A practicum was designed which addressed these problems through the use of portfolios. A teacher-made survey elicited the information that 75 of the 125 students did not like to write; teachers were also surveyed. Workshops explaining the importance of the writing process and how to teach it were presented to the second graders. The workshops provided information about the writing process, peer conferencing, writing centers, modeling the writing process, and writing workshops. The practicum developer served as a resource person for the other second grade teachers and assisted them with setting up writing centers in their classrooms and with the development of student portfolios. Results of the practicum were positive. Analysis of the data revealed that the teachers understood and taught the writing process and that the students showed increased growth in using the writing process and in self-evaluation of their writing growth. (Contains 30 references, the teacher survey, the student survey, and teacher interview questions.) (Author/NKA)

ED 376 495 CS 214 621

Marcus, Margery
A Classroom-Based Approach to Improving Revision Skills in Secondary School Students.
PUB DATE- 94
NOTE- 51p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; Editing; Grade 10; High Schools; *Revision (Written Composition); Skill Development; *Writing Attitudes; *Writing Improvement; Writing Instruction; *Writing Strategies

Literacy Learning in the Multicultural Secondary Classroom. Project 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; *English Instruction; *Literacy; *Multicultural Education; Secondary Education; *Social Studies; Teacher Student Relationship; Text Structure; Urban Education; Writing Research
IDENTIFIERS- *Teacher Researchers

Included in this paper is an outline for the book "Multiculturalism in the Mainstream: Teacher Researchers Build Multiethnic Literacy Communities in Urban Multicultural English and Social Studies Classrooms." The paper presents full descriptions of the chapters; a draft of the first chapter; a draft of a completed teachers' chapter; and a sample of an approach to creating multiauthored teacher chapters, which will be used in the final draft as a way of consolidating a number of the proposed individual teachers' chapters as well as the work of teacher participants not represented in the book outline. The editors of the book outlined in the paper plan to use this multiauthoring as a way to highlight key themes that are prevalent across all sites. Although the sample multiauthored chapter focuses on one site only and on the issues of doing teacher research rather than on teaching and learning in multicultural settings, the multiauthored chapters in the book outlined in the paper will span the four sites and will focus on the issues that are focal to the teachers' research. (RS)

ED 376 515 CS 214 649

Ogbu, John U.; Simons, Herbert D.
Cultural Models of School Achievement: A Quantitative Test of Ogbu's Theory. Cultural Models of Literacy: A Comparative Study. Project 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Chinese Americans; Comparative Analysis; Cultural Context; *Cultural Differences; *Educational Attitudes; Educational Research; Intermediate Grades; *Literacy; Mexican Americans; *Minority Group Influences; Models; Secondary Education; *Student Attitudes
IDENTIFIERS- African Americans; *Literacy as a Social Process; Oakland Unified School District CA

A study examined differences between cultural models and educational strategies of three minority groups (African Americans, Chinese Americans, and Mexican American/Latino) to help explain the differences in school performance. Data also provide the first large scale test of J. Ogbu's theory of these school performance differences. Surveys were administered to 2,245 minority students in grades 5 through 12 in 16 schools in the Oakland school district, California. The theory proposes that differences among ethnic groups depend upon their terms of

IDENTIFIERS- China; *Media History; Muckraking; Regional Magazines; Teen Magazines; Womens Magazines

The Magazines section of this collection of conference presentations contains the following 15 papers: "'National Geographic Magazine' and the Vietnam War: Did We Just Get Pretty Pictures?" (John W. Williams); "Free Speech at All Costs: A Short History of 'The Masses'" (Chris Lamb); "Newspapers Locally Edited Magazines Seek Ways to Maintain Place in Market" (Ernest C. Hynds); "Patriotism and Profits: A Content Analysis of World War II Magazine Advertising Containing War Themes" (Mike Sweeney); "Journalistic Standards Reflected in Letters to the Editor, News Articles, and Editorials of the Muckraking Era" (Brian Thornton); "Effects of Exemplification in Magazine Journalism on the Perception of Social Issues" (Dolf Zillmann and others); "Economic Coverage of China before and after the Cold War in 'Time,' 'Newsweek' and 'U.S. News & World Report.'" (Shang-Fen Huang); "The Information Society under Construction: Retail Credit and the Mythos of Technology" (Joe Arena); "'Atlanta' Magazine Has Reported, Reflected, Influenced Its City's Remarkable Growth" (Ernest C. Hynds); "Women and the 'Larger Household': An Examination of Muckraking in Women's Magazines" (Kathleen L. Endres); "The Obsession with Thinness in the Ballet World: An Analysis of How 'Dance Magazine' Addresses the Issue" (Alexis Moor); "Teenagers Get 'Sassy': An Analysis of the Current Teen Magazine Market" (Debra Ceffalio); "How News Magazines Frame Coverage When Presidents Want to Tax and Spend" (Hugh J. Martin); "The Performance of Black Music on 'Billboard' Magazine's Pop Music Charts" (Jim Sernoe); and "Is the Cover a Mirror?: An Analysis of Changes in Economic News Contents in 'Time' and 'Newsweek'" (David Abels). (NKA)

ED 376 533 CS 508 744

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, Georgia, August 10-13, 1994). Part X: Miscellaneous Studies.

PUB DATE- Aug 94

NOTE- 715p.; For other sections of these proceedings, see CS 508 735-743. For 1993 proceedings, see ED 362 913-925 and ED 366 041.

LANGUAGE- English

EDRS Price- MF04/PC29 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Broadcast Industry; *Mass Media; Media Research; Natural Disasters; *Newspapers; News Reporting; Online Systems; Programming (Broadcast)

IDENTIFIERS- Health Communication; Hutchins (Robert); *Journalists; *Media Coverage; Media History; Trademarks

The Miscellaneous Studies section of this collection of conference presentations contains the following 22 papers: "Men and Women Journalists in the Movies: Exploration of Some Sexism and Gender Issues in Their Portrayals in Eleven Films" (Albert D. Talbott); "Female Archetypes in Late '80s Films" (Fakhri Haghani); "Chain Ownership, Organizational Prominence, and Editorial Role Perceptions" (Roya Akhavan-Majid and Timothy Boudreau); "Companionship in the Classifieds: The Adoption of Personal Advertisements by Daily Newspapers" (Debra L. Merskin and Mara Huberlie); "Ethics of the Fictional Journalist: How Novelists Portray Decisionmaking in the News Business" (Jay Black); "The Character, Evolution and Format of Ethics' Policies: Report on a Survey of Texas Daily Newspapers" (Dixie Evatt); "Deregulation of Radio Ownership Rules: Analyzing the Economic Impact of Duopoly" (Sylvia M. Chan-Olmstead); "The

DeVries, David L.
Executive Selection: A Look at What We Know and What We Need To Know.
PUB DATE- 93
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Evaluation; *Administrator Selection; Leadership; Organizational Effectiveness; Performance; *Personnel Selection; Search Committees (Personnel)

This report, an expanded version of the working document that anchored the 1992 Center for Creative Leadership conference on executive selection, summarizes and evaluates the contributions of research and practice to the understanding of how to choose the most effective leaders for organizations. Following a brief look at the realities of organizational performance that have led to the growing interest in executive selection, an overview of executive selection is presented in the form of nine observations. Each observation is comprised of a literature review and recommendations to improve practice. The observations are summarized as follows: (1) There is much new research from the last 30 years to help increase the odds of picking successful executives; (2) corporate executives are not using personnel selection tools; (3) a holistic context-rich approach is most significant; (4) opportunities for managerial growth should be maximized throughout the careers of all candidates; (5) more accurate and detailed performance measures of how executives perform must be developed; (6) assessment models must be appropriate to the 21st century; (7) hiring external candidates poses risks to both the candidate and the organization; (8) organizations must promote diversity in leadership by including women and people of color; and (9) there is a need to get past ennui and miscommunication about executive selection. Appendices contain a list of the conference's principal speakers, definitions, and list of further questions. Contains 108 references. (LMI)

ED 376 552 EA 026 198

Quade, Quentin L.
Catholics and Educational Choice: Motive. Warrant. Will?
PUB DATE- Apr 94
NOTE- 12p.; Paper prepared for the Annual Meeting of the National Catholic Educational Association (91st, Anaheim, CA, April 4-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Catholics; *Catholic Schools; *Educational Finance; Elementary Secondary Education; Ethical Instruction; Moral Values; *Politics of Education; *School Choice; *State Church Separation

This paper discusses why the Roman Catholic community should be united on the desirability of school choice without financial penalty. It describes what the Catholic motives should be and the political warrant that can be employed. It then asks whether there is sufficient will in the Catholic community to fulfill its proper motivations and exercise its warrant. It is argued that the school should be an extension of and support

PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; Educational Finance; Educational Innovation; Elementary Secondary Education; Models; *Nontraditional Education; Program Effectiveness; *State Programs; Statewide Planning
IDENTIFIERS- *Virginia

This report examines the need for alternative education programs in Virginia, submits a plan and an estimate for funding, and reports findings and recommendations. The project team developed an implementation plan that identified five major objectives: (1) provide budget recommendations and estimates for Alternative Education at the state and local levels; (2) ascertain the status of Alternative Education in the nation and in Virginia; (3) review, with an option to change, the State Board of Education's regulations governing Alternative Education; (4) develop guidelines for the operation of alternative education programs; and (5) compile a technical assistance package for the development and/or restructuring of alternative education programs. Findings and recommendations are presented for each objective. Data were obtained from a national survey of 35 states' alternative education programs, a state survey that received 107 responses, and visits to 11 alternative education program sites. The first chapter presents an overview of alternative education budget considerations. The second chapter describes the status of Alternative Education in the Nation and in Virginia. The State's Alternative Education regulations and proposed guidelines are discussed in the third chapter. The final chapter presents suggestions for Alternative Education Technical Assistance. Appendices contain state regulations and resolutions, summaries of the Alternative Education National Survey and the State Alternative Education Questionnaire, and a profile for effective state alternative education programs. Seven tables are included. (LMI)

ED 376 572 EA 026 268

Hill, Marie Somers; Hill, Frank W.
Creating Safe Schools. What Principals Can Do.
PUB DATE- 94
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Crime; Elementary Secondary Education; Prevention; Principals; School Policy; *School Safety; *School Security; Student Participation; *Violence

This book presents various approaches for preventing violence from invading U.S. schools. Chapter 1 reviews the primary sources of violence that increasingly challenge U.S. society. Chapter 2 explores the reality that violence is not limited to poor, urban neighborhoods and presents three examples of different schools at pivotal points and offers the opportunity to anticipate the best possible solutions. Suggestions in chapter 3 address nine approaches to creating a safer school setting, with a focus on the role of leadership expectations and behaviors in creating a climate that rejects violence. The fourth chapter explores eight alternatives that involve students in creating safer schools. Chapter 5 addresses coalitions within the community and provides suggestions for and examples of successful parent-involvement programs. The needed changes. The fourth section stresses the importance of establishing LMC processes in schools, which have the potential to develop a solid foundation based on mutual trust, commitment, and participation. One table is included. (LMI)

ED 376 592 EA 026 298

Commission on Educational Excellence for Connecticut. Final Report.
PUB DATE- Jan 94
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Governance; *Outcomes of Education; School Readiness; State School District Relationship; *State Standards; Statewide Planning
IDENTIFIERS- *Connecticut

This document presents findings of a study conducted by the Commission on Educational Excellence for Connecticut, which examined current policies and practices in the state's public education system and recommended changes that would establish and maintain a world-class education system with opportunity available to all students. The Commission found that despite its many accomplishments, the Connecticut educational system is characterized by low standards for student performance and an increasing gap between economically advantaged and disadvantaged communities. It advocates a results-based system of new standards and assessments to meet the expectation that every child be ready to learn. The document also outlines a new governance system and discusses the implications for teacher certification and professional development. Recommendations for procuring funding and resources for the new outcome-based system are offered. Appendices contain the State Board of Education statements, Connecticut general statutes on programs to encourage participation, and a funding and resources report. (LMI)

ED 376 593 EA 026 299

Wesson, Linda Hampton; Grady, Marilyn L.
National Study of Women Superintendents Using the Leadership Practices Inventory.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Collegiality; Elementary Secondary Education; Females; *Interprofessional Relationship; *Leadership; *Leadership Styles; *Superintendents; *Women Administrators

This paper presents findings of a study that examined the leadership practices of women superintendents to determine if their practices fit a new paradigm of administrative leadership. Data collection included: (1) telephone interviews with 30 rural and 21 urban female superintendents across the United States, and (2) completion of the Leadership Practices Inventory-Self questionnaire by 174 out of 249 women superintendents (a 70 percent response rate). The interviews implementation of a student incentive system. Lists of tips and popular fund-raising products are included. (LMI)

ED 376 613 EA 026 332

Aldrich, Richard
Educational Reform and Curriculum Implementation in England: An Historical Perspective.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *British National Curriculum; Decentralization; Educational Assessment; *Educational Change; Educational History; Elementary Secondary Education; Foreign Countries; *Free Enterprise System; *Local Government; Politics of Education; School Restructuring
IDENTIFIERS- *England

This paper provides a historical perspective on the implementation of educational reform by the Thatcher government in England. Since 1979, and particularly since the Education Reform Act of 1988, the state educational system in England has undergone massive reform in the form of a national curriculum, increased school-based management, and the reduction of local education agencies' powers. The rationale was to place control of education in the hands of consumers (parents and employers) and to use market forces to improve school effectiveness. This analysis of educational reform and curriculum implementation is grouped around three themes--culture, control, and curriculum. It is argued that the reforms have been inspired by a desire to reverse the course of history. Three conclusions are made regarding culture, control, and curriculum. First, radical reform of one part of the education system will have little effect if the old social, economic, political, and educational hierarchies continue in an unreformed state. Second, the great concentration of central-government control makes education vulnerable to violent policy reversals should another party come to power. Third, there is no guarantee that the central government possesses educational wisdom. Positive outcomes have been achieved in specifying objectives, ensuring progression within and between schools, and improving knowledge and standards in neglected areas. However, three problems remain: (1) the continuing interference by government ministers in curricular details; (2) the exemption of independent schools from curriculum and testing requirements; and (3) the lack of fit between a traditional, subject-based, centrally controlled national curriculum and a consumer-led approach to education. (LMI)

ED 376 614 EA 026 339

Morrison, Peter A.
Forecasting Enrollments during Court-Ordered Desegregation.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Enrollment Projections; *Enrollment Rate; Enrollment Trends; *Magnet Schools; Minority Groups; *Prediction; *School Desegregation; *School Holding Power; Voluntary Desegregation

Legislation

This paper provides the text of a Congressional presentation outlining the position of the Council for Exceptional Children (CEC) concerning reauthorization of the Individuals with Disabilities Education Act (IDEA). The CEC believes that the fundamental rights and protections for children and their families, as well as the basic fiscal and administrative mechanisms contained in Parts A, B, and H of IDEA, are sound, have stood the test of time, and should remain untouched, while further refinements are needed in other areas. Issues and recommendations in the following areas are discussed: (1) outcomes and education reform (linkage with Goals 2000 and emphasis on improved student performance); (2) flow and use of funds (placement-neutral state funding, service-neutral allocation formulae, and funds for school-wide improvement); (3) assessment for eligibility (linkage between assessment and intervention, use of curriculum-based and performance assessments, and clarification of 3-year re-evaluation process); (4) definitions (additional diagnoses, primary grade categories, and serious emotional disturbance); (5) procedural safeguards (entitlement age, mediation, evaluation concerns, parental notification, attorney reimbursement, and refiling of hearing requests); (6) individualized education programs (relevancy, short-term instructional objectives, student participation in national and statewide assessments, family focus, and teacher participation); (7) culturally and linguistically diverse populations; (8) discretionary programs (Parts C through G); (9) transition; and (10) other issues (interagency agreements, discipline, private settings, adjudicated children, and data requirements). (JDD)

ED 376 633 EC 303 460

Riley, Nancy Kincaid
Educators' Knowledge of Attention Deficit Disorder.
PUB DATE- 94
NOTE- 70p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Attention Deficit Disorders; *Counselors; Elementary Secondary Education; Hyperactivity; Individual Characteristics; *Inservice Teacher Education; *Knowledge Level; Performance Factors; *Principals; Public Education; Symptoms (Individual Disorders); Teacher Characteristics; *Teachers
IDENTIFIERS- Kansas

This thesis surveyed 160 teachers, 61 counselors, and 82 principals from Kansas public schools to determine their knowledge of attention deficit disorder in school-aged children. The independent variables investigated were position, extent of inservice education, gender, size of the participant's school, years of experience in education, and extent of formal education. Results indicated no statistically significant associations between any independent variables and scores on the Knowledge of Attention Deficit Disorder questionnaire. A literature review introducing the thesis discusses descriptors of attention deficit hyperactivity disorder; incidence; legal statutes; the role of teachers, counselors, principals, and other school personnel in identification; the role of inservice education; and consequences of lack of identification. Copies of a demographic questionnaire and the attention deficit disorder questionnaire are appended, along with various administrative materials.

Education; Marketing; *Models; *Special Education Teachers; Teacher Certification; Teacher Education; Teacher Persistence; Teacher Recruitment; Teacher Shortage
IDENTIFIERS- *Illinois

This paper was developed for the Illinois State Board of Education as part of a year long project to address the issue of personnel shortages in special education. Recommendations from a number of state committees and professional organizations were analyzed and additional input obtained from various professionals in regular and special education. A conceptual framework regarding an effective system for personnel recruitment and retention is first presented. This framework stresses that any such system must be data driven and have the following five elements: (1) permanence, (2) flexibility, (3) responsiveness, (4) comprehensiveness, and (5) integration. A proposed system for special education personnel recruitment and retention is then described. This system addresses the components of data collection/analysis, marketing/recruitment, training/certification, professional support/enhancement. Specific recommendations regarding the implementation of these components are provided. (Contains 16 references.) (Author/DB)

ED 376 652 EC 303 481

Parette, Howard P., Jr.
Augmentative and Alternative Communication (AAC) Assessment and Prescriptive Practices for Persons with Mental Retardation and Developmental Disabilities: Current Practices and Future Issues.
PUB DATE- 2 Oct 94
NOTE- 20p.; Paper presented at the Annual International Conference on Mental Retardation (4th, Chicago, IL, October 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Assistive Devices (for Disabled); *Augmentative and Alternative Communication; *Communication Aids (for Disabled); *Developmental Disabilities; Equipment Evaluation; *Evaluation Methods; *Family Involvement; Federal Legislation; Infants; Knowledge Level; *Mental Retardation; National Surveys; Preschool Education; Sensory Aids; Technology; Toddlers; Young Children
IDENTIFIERS- *Technology Related Assistance Individ Disabil Act

This study examined the assessment and prescriptive practices used in augmentative and alternative communication (AAC) efforts throughout the country. Project Directors (N=50) of projects funded under the Technology-Related Assistance for Individuals with Disabilities Act were surveyed. The survey instrument was designed to assess Project Directors' knowledge of AAC assessment and prescriptive practices, focusing particularly on the extent of family involvement in existing high-technology AAC assistive technology prescription practices for children, (ages birth to 3 years) with disabilities. A total of 40 surveys were returned. Information was obtained on: (1) service provided during and subsequent to the AAC assessment process; (2) the role of families; (3) general factors considered during evaluation; (4) family issues; (5) child characteristics; (6) technology characteristics; and (7) service system characteristics. Analysis indicated that family issues are considered by many states in AAC assessment processes, though to a lesser extent than more traditional factors such as child, technology, and service system effectiveness. The abstracts are accompanied by the names (or position titles), addresses, and telephone numbers of people who are available to answer questions about the described interventions. A "Table of Programs" identifies those programs serving a specific disability group or providing a specific type of service. (JDD)

ED 376 672 EC 303 502

Johnson, David R.; And Others
Transition Strategies That Work: Profiles of Successful High School Transition Programs.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Interagency Office on Transition Services.
PUB DATE- Jun 91
NOTE- 66p.; For volume II, see EC 303 503.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Cost Effectiveness; *Disabilities; *Education Work Relationship; Employment; High Schools; High School Students; Independent Living; Leisure Time; Outcomes of Education; Postsecondary Education; Program Descriptions; *Program Effectiveness; Quality Control; Recreational Activities; *Standards; *Transitional Programs
IDENTIFIERS- *Minnesota

Twenty-three transition programs for high school students with disabilities in Minnesota are profiled. These programs were selected because they applied a set of 10 quality standards developed to improve the transition process and adult outcomes for students, as well as to increase the cost effectiveness and efficiency of transition services and planning. Each profile includes information on: (1) participant disabilities, (2) transition planning areas addressed, (3) ages served, (4) size/location of community, and (5) quality standards emphasized. Transition planning areas include employment, home living, community participation, recreation/leisure, and postsecondary education. Descriptive information for each program includes an overview, a discussion of the need for the program, how the program meets the need, results and effectiveness data, and other comments. Program address, telephone number, and name of a contact person name are also provided. An introductory chapter presents vignettes of four young adults with disabilities who are succeeding with the help of transition programs. An appendix provides an annotated bibliography listing 28 transition resources by Minnesota authors. (DB)

ED 376 673 EC 303 503

Johnson, David R., Ed.; And Others
Transition Strategies That Work. Volume II. Profiles of Community Collaboration.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Interagency Office on Transition Services.
PUB DATE- Feb 94
NOTE- 61p.; For the first volume, see EC 303 502.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Agency Cooperation; *Community Programs; *Disabilities; *Education Work Relationship; High Schools;

the Office of Special Education Programs. The report then discusses the following seven interdependent strategic targets: (1) expand positive learning opportunities and results; (2) strengthen school and community capacity; (3) value and address diversity; (4) collaborate with families; (5) promote appropriate assessment; (6) provide ongoing skill development and support; and (7) create comprehensive collaborative systems. Three cross-cutting themes are also stressed: first, collaborative efforts must extend to initiatives that prevent emotional and behavioral problems from developing or escalating; second, services must be provided in a culturally sensitive and respectful manner; and, third, services must empower all stakeholders and maintain a climate of possibility and accountability. (DB)

ED 376 691 FL 021 820

ESL Students in the CUNY Classroom: Faculty Strategies for Success. Conference Proceedings (New York, New York, February 5, 1993).
SPONS. AGENCY- American Council on Education, Washington, DC. National Center for Academic Achievement and Transfer.
PUB DATE- 93
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Ability; *Academic Persistence; Allied Health Occupations Education; Business Administration Education; Class Activities; *College Instruction; College Students; Education Majors; Engineering Education; *English (Second Language); Higher Education; *High Risk Students; Language Role; Learning Disabilities; *Limited English Speaking; Mathematics Instruction; Science Instruction; Social Sciences; *Student Personnel Services
IDENTIFIERS- City University of New York

Proceedings of the February 1993 conference on college instruction and services to promote retention and success of high-risk (limited-ability, limited-English-proficient (LEP), and learning-disabled) college students include prefatory remarks, a keynote address, panel presentations, and summaries of discipline-based workshops. The keynote address, by JoAnn Crandall, looks at the situation of students at the City University of New York (CUNY) in the context of the national situation, identifies the challenges facing CUNY in meeting the needs of a diverse student population, discusses the resources that this population can provide, suggests faculty strategies for accommodating a diverse population, and offers additional ideas for institutional involvement and support. Four panel presentations also offer ideas in the areas of: remedial and developmental instruction; learning of reading, writing, and speaking skills; and large classes. A refugee student's personal narrative is also presented. The discipline-based workshops summarized are those for health occupations, social sciences/education, humanities/arts, engineering/technology, business/mathematics; and science. Appended materials include the conference program, a list of faculty participants, and the description of an intermediate/advanced English-as-a-Second-Language (ESL) lesson in critical thinking and self-expression about current events. (MSE)

ED 376 692 FL 022 340

Bibliographie Moderner Fremdsprachenunterricht (Bibliography of

Intellectual History; *Linguistic Theory; *Morphology
(Languages); *Phrase Structure; *Syntax
IDENTIFIERS- Bloomfield (Leonard); Chomsky (Noam)

A survey of the history of linguistic theory concerning grammar in the United States traces the development of theory since 1910. It begins with a general historical review of American linguistics. The subsequent three chapters focus on grammar. The first of these deals with morphology, beginning with Leonard Bloomfield's ideas in both his early and his more mature work. This discussion includes his general view of syntax. In addition, this chapter looks at the post-Bloomfieldian concept of the morpheme, morphology in early generative grammar, and accounts based on the morpheme since the early 1970s. The next chapter explores the history of distributionalism, and especially its influence on views of syntax, chronicling it from its origins through generative grammar, phrase structure grammar, and the transformational model. The final chapter looks at the general ideas of Noam Chomsky, tracing the way they have evolved over almost 40 years of research. Four periods of the linguist's career are examined. References made are generally to primary sources. An extensive list of references is appended, and text contents are indexed. (MSE)

ED 376 713   FL 022 579

Freeman, David E.; Freeman, Yvonne S.
Between Worlds: Access to Second Language Acquisition.
PUB DATE- 94
NOTE- 375p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Books (010)
DESCRIPTORS- Classroom Research; Classroom Techniques; Cultural
Pluralism; Curriculum Development; Information Sources;
*Language Attitudes; *Language Role; Learning Theories;
Linguistic Theory; *Multicultural Education; Parent
Participation; Public Opinion; Public Policy; Research Needs;
Second Language Instruction; *Second Language Learning; *Second
Languages; Student Attitudes; Student Characteristics; Teacher
Attitudes; Teacher Characteristics; Teaching Methods

This book, intended for anyone involved in the education of English-as-a-Second-Language (ESL) students, explores the social and cultural factors in second language learning in the school setting. The first section examines the situation inside the classroom, looking at the characteristics of ESL learners, factors affecting their academic performance, influences on teaching practice, the practice of exploratory learning and teaching, processes occurring in "explorer" classrooms, what is meant by language acquisition, principal theories of second language acquisition, focusing on learners and their strengths, and celebrating the student's first language and culture. The second section looks at what happens outside the classroom, including the effects of community attitudes and English-only politics on students, influences on teacher and student attitudes, value conflicts, developing an intercultural teaching orientation, and involving parents of ESL students in the language learning process. In the third section, the focus turns to how teachers can use classroom research to improve teaching practice. Appended materials include lists of readings and resources for: second language teaching methods; second language acquisition; a classroom unit on plants; Spanish and Asian concerns; bilingual education and English-only politics;

and social development and looks at research on children raised bilingually within the family. The third part examines how children learn language, the processes of learning two languages simultaneously vs. successively, language strategies for the family, and family goals concerning degree of bilingualism desired. The fourth section offers practical suggestions for raising children bilingually, both inside and outside the home environment. The final section contains five case studies and personal narratives about bilingual families. Appended materials include a family bilingualism rating scale, checklist of important points covered in the book, lists of references and suggestions for further reading, and an index to the book's contents. (MSE)

ED 376 732 FL 022 605

Reiter, Sharon Cabral
Perceptions of Second Language Students Regarding Their Study of Spanish.
PUB DATE- May 94
NOTE- 57p.; Master's Thesis, Memphis State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Class Activities; Classroom Techniques; Communicative Competence (Languages); Cultural Education; *Educational Needs; *Educational Objectives; Grammar; High Schools; High School Students; Language Role; *Relevance (Education); Second Language Instruction; Second Language Learning; *Second Languages; *Spanish; *Student Attitudes; Surveys; Travel; Urban Areas

This study investigated the attitudes of 15 urban high school students, enrolled in several different levels of Spanish second language instruction, concerning language study and instruction. Results suggest that students see language instruction as primarily grammar-oriented, but would prefer more oral practice and application. They see themselves as traveling eventually in Spanish-speaking countries. In addition, they appear to bring curiosity about other cultures to the language classroom but are not satisfied with the cultural content they receive. Implications of these findings for use of a model of multicultural exploration are examined, and further research on student perceptions of language teaching is recommended so that unmet student needs and effective practices can be accommodated. Contains 21 references. (MSE)

ED 376 733 FL 022 615

Instructional Conversations in Native American Classrooms. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- American Indian Education; *American Indians; *Classroom Environment; *Cognitive Processes; Cultural Differences; North American Culture; *Sociolinguistics; *Student Motivation; *Teaching Methods
IDENTIFIERS- ERIC Digests; *Instructional Conversation; Native

Curriculum Guides; Units of Study

This supplement to an advanced food science and nutrition curriculum guide was developed for use in integrating academic principles with vocational home economics education in Texas. It contains learning and evaluation experiences specifically designed to integrate mathematics, science, language arts, and social studies principles within the advanced food science and nutrition course of study. The conceptual outline as shown in the left-hand column of the guide (with corresponding learning and evaluation experiences in the right-hand column) relates to the sub-element of each unit. In the right-hand column, "Key Question" identifies key points for content discussion and review; and "Critical Question" highlights methods of developing critical thinking skills. Thirteen teaching aids keyed to the learning and evaluation experiences are located at the end of the guide. (YLB)

ED 376 283 CE 067 509

Consumer and Family Economics. Second Edition.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Programs and Instruction.
PUB DATE- Jan 94
NOTE- 339p.; Updates ED 306 381. Academic Integrated Supplement dated June 1994.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Exploration; Careers; *Consumer Economics; *Consumer Education; Consumer Protection; Course Content; Course Descriptions; Family Financial Resources; Government Role; *Home Economics; Home Management; Instructional Materials; *Integrated Curriculum; Language Arts; Mathematics Skills; *Money Management; Postsecondary Education; Science Instruction; Secondary Education; Social Studies; State Curriculum Guides; Units of Study

This consumer and family economics curriculum guide was developed for use in home economics education in Texas. At the beginning is a list of the competencies and the subcompetencies that are the essential elements and the subelements prescribed in the Texas Administrative Codes for Vocational Home Economics. The conceptual outline as shown in the left-hand column of the guide (with corresponding learning and evaluation experiences in the right-hand column) relates to the subelement of each unit. Teaching aids keyed to the learning and evaluation experiences are located at the end of the guide. These codes are used: C for developing skill within the Common Elements to all vocational education courses; B for application of basic/academic skills; "Key Question" for key points for content discussion and review; and "Critical Question" for methods of developing critical thinking skills. The seven units cover the following topics: family economics; consumers in the economy; role of government; consumer purchasing and assertiveness; obtaining income; protecting family economic security; and consumer careers. Twelve references are listed. An academic integration supplement (June 1994) accompanies the curriculum guide. It contains learning and evaluation experiences specifically designed to integrate mathematics, science, language arts, and social studies principles within the consumer and family economics course of study. (YLB)

ED 376 284 CE 067 510

relevance to the skilled trades and 13 trade-specific lesson plans. Among the topics covered in the lesson plans are the following: the apprenticeship system, communicating on the job, hand tool use, job search skills, physical conditioning, print reading, and safety. The following trades are covered: carpentry, civil technology/surveying, electrical, ironwork, machine tool operation, operating engineers, painting and decorating, plumbing, sheet metal, steamfitting, trowel trades, welding, and woodworking/cabinetmaking. Included in each lesson plan are some or all of the following: background information; lists of competencies taught, required supplies, and resources; information on pertinent safety issues; and suggested activities. Section 4 contains supplementary information and overviews of resources on selected topics and a 38-item bibliography. Presented in section 5 are course outlines for each module. Concluding the guide are information updates on the Tools for Tomorrow program and its participants. (MN)

ED 376 301 CE 067 564

Sorensen, Mary K.; And Others
Integrated Technical Curriculum. Curriculum Developed for Project Second Chance II: Tech Reading, Tech Science, Tech Math, Automotive.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Jun 93
NOTE- 215p.; Some faint type in "Automotive Component".
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Auto Mechanics; Behavioral Objectives; Competence; Competency Based Education; *Content Area Reading; Electronic Equipment; Engines; Equipment Utilization; Instrumentation; *Integrated Curriculum; Learning Activities; Lesson Plans; *Mathematics Skills; Physical Sciences; Power Technology; Reading Skills; *Remedial Reading; Skill Development; Technical Institutes; Two Year Colleges; *Vocational Education

This integrated technical curriculum is designed to enroll and retain adult high school noncompleters in occupational programs by providing them with the remedial and content-area reading instruction needed for success in an automotive program. The following topics are covered in the four units: (1) skills for reading technical materials (basics of technical reading; using, understanding, and studying technical books; building technical vocabulary; and general study and test-taking skills for technical material); (2) applied mathematics for automotive students (whole numbers, decimal numbers, fractions, percentages, tables and graphs, and measurement and computer skills); (3) physical science for automotive students (measurement, chemistry, energy and force, electricity and magnetism, and machines); and (4) automotive tune-up (safety, engine design, compression testing, spark plug servicing, distributors, electronic ignition, engine analyzers, secondary wires, battery servicing, automotive air pollution, legislated automotive emission standards, and emission control/testing). Each component contains some or all of the following: course objectives, course outline, lesson plans for each course session, learning activities/exercises, and transparency masters. (MN)

ED 376 302 CE 067 567

Training; Needs Assessment; Performance Tests; Program Evaluation; Rating Scales; *Retirement; *Veterans

To help reduce shortages of pretrained individuals that could occur in the event of a full national mobilization, the Army established a retiree recall program in 1981. The September 1992 exercise at Ft. Riley was one in a continuing series of "Certain Sage" exercises to evaluate the effectiveness of the system. Exercise participants filled duty assignments corresponding closely with those they would likely fill during an actual mobilization. Evaluation instruments included the following: a retiree skill questionnaire, daily observation report (evaluator work sheet), evaluator's questionnaires on participants and on duty position and counterpart, supervisor/counterpart evaluations of exercise participant and of duty position, and participant's exercise evaluation questionnaire. Findings indicated that most retirees felt confident they had retained the ability to perform well. Retirees gave adequacy of the inservice job orientations and continuity files high ratings, whereas their active duty supervisor/counterparts and the evaluator rated them somewhat lower. Rankings for the value of the orientations and continuity files closely paralleled those for adequacy. Supervisor/counterparts tended to rate overall performance of duty highly. Retirees and evaluators were slightly more critical. The challenge identified for the Army was to keep in contact with those retirees most likely to be recalled during a national emergency and to maintain their readiness. (YLB)

ED 376 320 CE 067 605

Vitzthum, Edward F.; Schulze, Larry D.
Politics in an Adult Education Program or Don't Laugh, This Could Happen to YOU!
PUB DATE- Nov 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Nashville, TN, November 2-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Programs; Agricultural Chemical Occupations; Agricultural Education; *Communications Satellites; *Distance Education; *Extension Education; *Federal Regulation; *Pesticides; Politics of Education; Program Development; Program Implementation; *State Programs
IDENTIFIERS- *Nebraska

The Cooperative Extension Division (CED) of the University of Nebraska's Institute of Agriculture and Natural Resources has presented pesticide applicator training (PAT) for nearly 2 decades. Because Nebraska did not pass the complementary state legislation, the U.S. Environmental Protection Agency (EPA), as provided in the Federal Insecticide, Fungicide, and Rodenticide Act as Amended (FIFRA), has operated the training, certification, and enforcement programs. Two classifications of applicators are recognized--private and commercial. Three options for earning certification are offered: attend an EPA-approved training program at a county extension office, complete a self-study manual, or successfully complete an examination. CED has been responsible for planning, organizing, and presenting subject matter content for PAT. From its inception, the PAT program has been conducted in a very traditional classroom format. Because Nebraska has finally

Participants also evaluated the workshops at the last session by writing about their feelings about the workshop and how reading aloud had improved or changed their relationship with their children. The workshops provided useful knowledge, books, and materials for the women to spend time reading with their children. Bridge housing staff stated that the program improved the relationships between the women and their children. (Evaluations are appended.) (Author/YLB)

ED 376 339 CE 067 636

The ABE Family Literacy Videotape Guide.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; English (Second Language); *Instructional Material Evaluation; *Literacy Education; Parent Child Relationship; *Parent Education; Parents; *Videotape Recordings
IDENTIFIERS- 353 Project

This guide is designed to provide a resource on family literacy videotapes for programs in family literacy, adult basic education, and English as a Second Language serving parent populations. The guide provides information from the rating sheets of adult educators throughout Pennsylvania who volunteered their time and expertise in reviewing some family literacy videotapes. Twenty-two videos are reviewed. Each review contains the following: title, producer, source, time; intended audience, community representation, and family representation; content; materials and production quality; programmatic usefulness; and additional comments and/or limitations. Appendixes include the reviewing instrument and names and addresses of the reviewer panel. (YLB)

ED 376 340 CE 067 637

Mundie, Karen; Joyce, Michelle
Finding the Missing Link: Expanding the Role of Literacy Councils in Workplace Education. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Basic Skills; *Cooperative Programs; Coordination; Job Training; *Literacy Education; Models; Needs Assessment; *Small Businesses
IDENTIFIERS- 353 Project; *Literacy Councils; *Workplace Literacy

A project created a model for literacy councils that would allow them to form working partnerships with small businesses and provide instruction based on the needs of both the employer and the employee. Fifty employers received Greater Pittsburgh Literacy Council (GPLC) program information by mail; 20 participated in a workplace survey. Three companies began a phonics, teach contextual reading skills, increase time on task, develop new visual tracking patterns, and increase comprehension. Guidelines for setting goals for individual students are offered. Presented next are a discussion of the role of environmental words in developing decoding skills, steps in creating word lists from the environment, sample environmental word lists, and exercises involving environmental words. Reasons for using compound words as a means of increasing reading vocabulary quickly are provided along with compound word lists and exercises. The importance of word parts in the Sight/Sound System is explained; and lists of prefixes, suffixes, and combinations thereof are presented along with word part exercises. Concluding the guide are ideas for developing and using word lists and sample word lists developed with students of various ages/grade levels. (MN)

ED 376 358   CE 067 666

Cooper, Richard
Tic Tac Toe Math. Instructional Guide.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 88
NOTE- 151p.; For related documents, see CE 067 663-665.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Arithmetic; *Classroom Techniques; Elementary Secondary Education; *Fractions; Learning Activities; *Learning Disabilities; Learning Processes; *Mathematics Instruction; *Nontraditional Education; Special Education; Workbooks
IDENTIFIERS- 353 Project; *Tic Tac Toe Math

This instructional guide and set of three companion workbooks are intended for use in an arithmetic course based on the Tic Tac Toe method of addition and multiplication, which is an alternative means of learning to add and multiply that was developed for students whose learning disabilities (including difficulty in distinguishing left from right and an inability to memorize multiplication tables) have prevented from learning arithmetic by traditional methods. Presented in the guide are the following: case studies illustrating the difficulties experienced by learning-disabled students when learning to add or multiply; basic concepts underlying the Tic Tac Toe method; the six patterns used in the Tic Tac Toe system; techniques for teaching and using Tic Tac Toe math and checking the patterns; and guidelines for using the grids to solve double-digit multiplication and division problems and producing double-, triple-, and multiple-digit multiplication tables. The first workbook contains exercises in distinguishing odd and even numbers, addition, the various positions of the Tic Tac Toe grids, and completing the grids and using them to solve addition, multiplication, and long division problems. The second and third workbooks contain exercises in double- and multiple-digit arithmetic and fractions. (MN)

ED 376 359   CE 067 669

Guisler, Helen; Molek, Carol
Staff Development: Understanding Our Youngest Students. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

Advocacy; *Educational Theories; Environmental Education; Feminism; Foreign Countries; Indigenous Populations; Labor Education; *Learning Theories; Peace; *Social Action; Social Change; Unions; Womens Education; Womens Studies
IDENTIFIERS- Australia

This book examines the powerful and motivating kinds of learning that take place when one is in the presence of enemies, such as oppressive employers, bigots, racists, or polluters. It is intended for people interested in education for social action, community development, and political change. The book looks at this kind of learning in aboriginal adult education, trade union training, feminist adult education, peace education, and environmental education. It critically reviews some currently fashionable adult education theories, concluding that a number are simply too nice, too unfocused, too inward looking, or too mechanical to help people who are engaged in social action. It canvasses the ideas of a number of adult educators who have confronted and helped their learners confront exploitation, imposition, and injustice. It proposes some processes that adult educators might use to help people learn how to identify, define, and then deal with their enemies. The argument is developed in clusters of ideas. Links are made using songs, anecdotes, a poem, and quotation from a play. Personal accounts are interwoven with analysis and extensive reference to the literature of adult education. The afterword examines the author's own position in relation to adult education, social action, and violence. Appendixes contain a 140-item bibliography, glossary, and index. (YLB)

ED 376 377 CE 067 709

Newman, Michael
The Third Contract: Theory and Practice in Trade Union Training.
PUB DATE- 93
NOTE- 280p.; Reprinted July 1994.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Community Development; Curriculum Development; *Educational Practices; *Educational Theories; Foreign Countries; *Labor Education; Models; Psychotherapy; *Social Change; *Training; *Unions
IDENTIFIERS- *Australia

Through the use of anecdote, case study, and analysis, this book establishes a theoretical framework for union trainers to use. Part 1 describes union training--the trainers, participants, union culture, and language and methods. It also examines the differences between trade union training and other forms of adult education and training. Part 2 looks at traditions upon which union training can draw. Part 3 gives a history for union training in Australia. Part 4 looks at writers from the mechanistic tradition to trace the development of the kinds of curriculum design model used by adult educators and trainers working within institutional contexts. Part 5 moves from the mechanistic tradition to look at what the psychotherapy tradition has to offer to encourage discovery and insight learning in union training. Part 6 explains what the community development tradition has to offer. It identifies ideas and modes of operation from a number of radical adult educators who have operated at the cutting edge of social change. Part 7 discusses "The Third Contract" that involves a two-way relationship between the union as represented by the participants and the union as an organization--and this relationship is mediated by the ideals of unionism. Contains an individual. A summary discusses the application to direct services, licensure, educational programs, and other mobility activities. (Contains 139 references.) (Author/RJM)

ED 376 396 CG 025 801

Peniston, Lorraine C.
Strategies on Time Management for College Students with Learning Disabilities.
PUB DATE- 94
NOTE- 17p.; Paper presented at the Annual Meeting of the Center for Academic Support Programs (Lubbock, TX, November 3-4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Students; Higher Education; *Learning Disabilities; Persistence; *Planning; *Scheduling; Student Behavior; Study; Study Habits; *Study Skills; Time Factors (Learning); *Time Management; Time on Task

Most college students, whether they have learning disabilities or not, experience numerous difficulties in time management. They become easily distracted, do not set priorities, try to accomplish too much, procrastinate, use poor study techniques, or underestimate the amount of time required for a task. This paper outlines some symptoms and strategies for students beset with time management problems. First of all, students must work to reduce interruptions and limit distractions. They should set priorities and then act immediately to accomplish a task. Most students have six different categories of priorities: (1) Family; (2) School; (3) Employment; (4) Personal Obligations; (5) Leisure; and (6) Other. After examining their priorities, students should then allocate time for each category. Schedules and calendars may effectively help one organize time and a number of time management tools are discussed. By completing a weekly study and time schedule and by utilizing schedules and calendars to keep track of assignments, the student may effectively use his or her time. Appended are seven figures which provide time management charts along with tips on how to use time effectively. (RJM)

ED 376 397 CG 025 802

Collaboration with Historically Black Colleges and Universities: A Guide for the Network on Aging.
PUB DATE- Sep 86
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aging (Individuals); *Black Colleges; Black Community; Black Education; *Black Institutions; Black Organizations; College School Cooperation; *Cooperative Programs; Higher Education; Intergenerational Programs; *Older Adults; Preretirement Education; School Community Relationship; Shared Resources and Services

Historically Black Colleges and Universities (HBCUs) stand as important resources for the Network on Aging. Because of the HBCUs' unique relationship with the minority community, they

DESCRIPTORS- Adolescents; Attitude Measures; *Career Choice; Career Planning; College Choice; *Grade 11; Higher Education; High Schools; *High School Students; Interest Inventories; *Post High School Guidance; *School Choice; Student Attitudes
IDENTIFIERS- Appalachia (Central); *High School Juniors; *Ohio

This survey investigated the immediate after-high school plans of high school juniors, with a special emphasis on post-secondary education intentions. The survey included the responses of 1,064 students from 12 high schools. Forty-nine percent of the respondents indicated that they planned to attend a four-year college or university, 18 percent aimed to enroll in two-year colleges, sixteen percent reported that they would work, with the remaining seventeen percent shared by those entering the military, those undecided, and those who would remain at home. The survey also addressed specific student interests such majors, type of jobs, and other interests. The authors divided their findings into five major categories: (1) Primary Plans; (2) Not Attending College Group; (3) Undecided Student; (4) The Two-Year College Choice--including information on the college branch, technical/community college choice, and trade school; and (5) Four-Year College Choice. Researchers provide respondent characteristics and cross-tabulations and they list 22 recommendations for improving the survey instrument used along with follow-up ideas. The survey instrument appears in an appendix along with a complete tabulation for how each item was answered for the survey. (RJM)

ED 376 416 CG 025 836

Fore, Cynthia M.
Body Dysmorphic Disorder: Easing the Distress of Distortion.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Modification; *Body Image; *Cognitive Restructuring; Human Body; *Misconceptions; *Physical Attractiveness; Reality Therapy; *Self Concept; Self Congruence; *Self Esteem
IDENTIFIERS- *Body Awareness

People who suffer from body dysmorphic disorder believe that their body is defected and that this defect makes them ugly. Their distorted body image can be precipitated by many internal and external factors and as a result of their imagined defect, these normal-appearing individuals exhibit self-defeating behaviors. The disorder can lead to the development of various other disorders, including depression, obsessive-compulsive behavior, mood disorders, and avoidant personality disorders among others. If counselors are to diminish the symptoms of body dysmorphic disorder, the disorder must first be thoroughly understood. Variations of cognitive therapies can help individuals with body dysmorphic disorder to address their irrational thoughts and thus enable them to become more accepting of themselves. Antidepressants are frequently employed, as is reflective therapy where patients explore past feelings about their body image during major developmental periods. Although subjects with this disorder view themselves in an irrational light, the patient must accept his or her body as normal before recovery can be effected. Sufferers can replace negative beliefs with positive ones and develop a new self-assurance and a sense of well-being. (RJM)

ED 376 417 CG 025 837

encounters with multiple texts; and (4) the products, artifacts, or outcomes that students construct for representing their understandings of texts. These issues can help plan and orchestrate activities that reflect a much larger vision of reading than that circumscribed by "local" (single-passage) reading. Accompanying this larger vision of reading is an expanded conception of readers. Classrooms become places where students' reading of one text leads to another and another, back and forth across history and across languages and culture. (Contains 37 references and a figure illustrating the four decision-making questions. Contains a 62-item list of children's book references and a 34-item annotated listing of resources for locating linguistic and nonlinguistic texts (books, periodicals, software, audio materials, video/film, music and photographs). (RS)

ED 376 436   CS 011 878

Shand, Michael A.
An Annotated Bibliography of Vocabulary-Related Work Produced by the Johnson O'Connor Research Foundation. Technical Report No. 605.
PUB DATE- Nov 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Higher Education; *Occupational Tests; Personnel Evaluation; Resource Materials; Vocabulary Development; *Vocabulary Skills; Vocational Aptitude
IDENTIFIERS- *Johnson O Connor Research Foundation

This 96-item annotated bibliography presents annotations of all vocabulary-related work produced by the Johnson O'Connor Resource Foundation since its establishment in 1927. The bibliography also contains source listings for topics other than vocabulary. The bibliography begins with a discussion of Johnson O'Connor (director of electrical engineering research for General Electric in the 1920s) and the research foundation he established to continue his work on the relationship of vocabulary and occupational success. The books, journal articles, and technical reports in the bibliography were published between 1928 and 1990. Contains 14 references and a figure illustrating word difficulty. (RS)

ED 376 437   CS 011 879

Pollock, John S.
Reading Recovery Program 1992-93. Elementary and Secondary Education Act--Chapter 1. Final Evaluation Report.
PUB DATE- 30 Mar 94
NOTE- 44p.; For 1991-92 report, see ED 358 440.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary School Students; Grade 1; *High Risk Students; Instructional Effectiveness; Primary Education; Program Effectiveness; *Reading Programs; *Remedial Reading; Urban Education
IDENTIFIERS- Columbus Public Schools OH; Outcome Based Education; *Reading Recovery Projects

A study evaluated the effectiveness of the 1992-93 Reading Recovery program as implemented in the Columbus Public Schools. The program featured individualized one-on-one lessons provided

NOTE- 14p.; Paper presented at the Annual Penn State Conference on Rhetoric and Composition (13th, University Park, PA, July 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *English Departments; Higher Education; *Professional Recognition; Research; *Scholarship; Status; *Writing Instruction; Writing Teachers
IDENTIFIERS- *Departmental Politics; Faculty Attitudes; Historical Background; *Researcher Role

By the late 19th century, the new universities in the United States had become so closely intertwined with the research imperative that their future depended on their position at the center of knowledge creation. The tension between the liberal arts college and the "modern" research university initiated a process of differentiation that would define both institutions. The result was a system of hierarchical oppositions founded on the privileged institutional status of the new research university over the traditional liberal arts college: university vs. college; national vs. local; research vs. teaching; theory vs. practice, etc. The prevailing conception of writing as a set of skills, a tool of scientific method rather than an epistemic activity itself, helped to confine writing and rhetoric within the prepatory sphere of the degraded college. Ironically, the reorientation of some composition specialists from "hapless bottom feeders" to endowed chairs has come about through the acceptance of values, assumptions, and practices that have traditionally enforced the hierarchical oppositions sometimes deplored in rhetoric and composition. No longer can rhetoric and composition scholars look to the traditional literature/composition binary to explain the hierarchy of productivity in English departments because they themselves preserve and maintain the marginalization of teaching through the employment of professional criteria and the powerful, regulating force of academic authority, scholarly publishing. (Contains 12 references.) (TB)

ED 376 458 CS 214 464

Lensmire, Timothy J.
Writing Workshop as Carnival: Reflections on an Alternative Learning Environment.
PUB DATE- Apr 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; Cooperation; Grade 3; Instructional Innovation; Primary Education; Student Needs; Theory Practice Relationship; Writing Instruction; Writing Strategies; *Writing Workshops
IDENTIFIERS- *Bakhtin (Mikhail); *Childrens Writing

Mikhail Bakhtin's understanding of the medieval carnival—a time when life is turned upside down, social hierarchies are lifted, and the lines between performer and participant are blurred—provides a useful framework for understanding both liberatory

ED 376 476 CS 214 601

Moening, Amy A.; Bhavnagri, Navaz Peshotan
Showcase Writing Portfolios: An Instructional Strategy for First Graders.
PUB DATE- 94
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 1; Instructional Effectiveness; *Portfolio Assessment; *Portfolios (Background Materials); Primary Education; Student Motivation; *Writing Improvement; Writing Instruction; Writing Research
IDENTIFIERS- Roseville Public Schools MI

A study examined the effectiveness of showcase writing portfolios, a 9-week intervention strategy to improve 18 first-grade students' writing. Students (who were from Roseville, Michigan) selected most of the entries in their "showcase" portfolios. Subjects' writing was assessed on three measures: the quality of writing was assessed using modified holistic rubrics; the quantity of writing produced was assessed using a count of the total words written and the number of words per paper; and the frequency of visitation to the writing center was used as a measure of their motivation to write. Results indicated a significant increase on all three measures. Correlational analysis established a positive relationship among the three measures. Findings suggest that showcase writing portfolios are an effective strategy to be used in the classroom to improve writing. (Contains 70 references, 2 tables and 4 figures of data. Appendixes present data, scoring rubrics, student writing samples, an observation checklist, and three lesson plans.) (Author/RS)

ED 376 477 CS 214 602

McGavin, Dan
Not Including Us: Discourse Communities and the Interference of Leadership.
PUB DATE- Jul 94
NOTE- 8p.; Paper presented at the Annual Meeting of the Penn State Conference on Rhetoric and Composition (13th, University Park, PA, July 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Higher Education; *Interpersonal Relationship; *Interprofessional Relationship; Leadership; Organizational Climate; *Power Structure
IDENTIFIERS- *Discourse Communities

An illustrative story of a graduate student serves to show that as the literate discourse community lives out the tension between those who initiate shared power and those who maintain traditional standards, discourse communities can include or exclude others by using the power of leadership. Discourse communities act through professional meetings, scholarly journals, and the normal actions of departmental life. Three classifications of power work together to discipline members within a community: showing sufficient resources to discourage challenges to those resources; changing flexible social fields into hardened, objectified structures; and acting out culturally defined social roles to perpetuate subordination.

IDENTIFIERS- Florida (Southeast); Process Approach (Writing)

A practicum was designed to improve the internal and external editing skills of high school students so that their papers would reflect thought and care. The target population was 67 regular level tenth grade English students in a predominantly middle class high school in southeastern Florida. A combination of strategies were used to improve writing and revision, such as: (1) meaningful assignments in lieu of artificial expository formats; (2) process journals; (3) trained peer response/editing groups; (4) open-ended responses; and (5) word processing for editing. Data analysis revealed the students' improved attitudes towards both writing and revision, as well as improved grades on writing assignments. (Contains 31 references; appendixes are a questionnaire concerning the student's pre-writing process and a questionnaire on sentence stems.) (NKA)

ED 376 496 CS 214 622

Shipman-Campbell, Alice
Increasing the Number and Success Rate of Junior Honors English Students in Taking English Advanced Placement Examinations.
PUB DATE- 94
NOTE- 55p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; *Advanced Placement; Early Intervention; *English Instruction; High Schools; High School Students; Honors Curriculum; Literary Criticism; Minority Groups; Self Esteem; Student Motivation; Test Anxiety; *Test Wiseness
IDENTIFIERS- African Americans; *High School Juniors; Latinas; Latinos; *Placement Tests; Student Empowerment

A practicum was developed to increase the number and success rate of junior Honors English students--63 students who were 62% Latino and 38% African-American--taking the English Advanced Placement (AP) examinations. Test strategies that were designed to allay students' innate fears about tests in general and specifically about English language and literature placement tests were taught. Also taught was style analysis of language and literature. As motivation for test success, academic pep rallies were held in the classroom in the same manner as athletic pep rallies. Other key elements that contributed to student success were the daily collaborative learning groups and motivational guest speakers in the classroom. Outcomes were positive. Not only did the number of juniors taking an exam increase, but the students also demonstrated more confidence in themselves as English students and test takers. Teachers involved in this practicum found that early intervention and the empowerment of students with skills and strategies germane to AP exams were critical for their success. An epiphany was realized by many students in the target group before the practicum's end. Much to their surprise, they found that they enjoyed reading, analyzing, and writing about literature. (Includes two tables of data; contains 26 references. Appendix A consists of a 21-item questionnaire for juniors and seniors; Appendix B consists of a literary style analysis pre/posttest). (NKA)

ED 376 497 CS 214 623

Burden, Mitzi K.

incorporation into the United States--"involuntary minorities" were incorporated against their will through slavery or conquest, while "voluntary minorities" chose to come to the United States. Pairwise comparisons were made between African Americans and Chinese Americans, and between Mexican Americans/Latinos and Chinese Americans. Results indicated that voluntary minorities considered education to be an important route to making it in society; were less concerned with prejudice and discrimination; were willing to conform to the dominant society's norms in order to succeed; did not fear that crossing cultural boundaries would harm their social identity; conformed to the expectations that schools have of good students. Results indicated that the educational model for the involuntary African American students was ambivalent--they reported ambivalent educational strategies which involved claims of parental support and high aspirations among both students and parents; exaggerated claims of school success; and reported less effort than the Chinese Americans. (Contains an illustration of Mexican descent population in the United States.) (RS)

ED 376 516   CS 214 651

Harrison, Michael, Ed.; Stuart-Clark, Christopher, Ed.
The Oxford Treasury of Children's Poems.
PUB DATE- 94
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Childhood Interests; *Childrens Literature; Figurative Language; Foreign Countries; *Literature Appreciation; *Poetry; Primary Education; Recreational Reading; *Supplementary Reading Materials; *Young Children
IDENTIFIERS- *Classics (Literature); Poetic Forms; Rhyme

Designed to appeal to children who are entering the world of poetry for the first time, this collection combines the traditional with the contemporary. It could be used equally well at home or in the book corner of a primary classroom. The collection includes poems by such classic children's writers as A. A. Milne, Ogden Nash, Christina Rosetti, and Edward Lear. It contains selections of various poetic forms, such as limericks and tongue-twisters, and nursery rhymes. It also includes poems about giants and dragons, parents and neighbors, spiders and alleycats, food and parties, as well as poems about naughty children, poems to make a child laugh, and poems for bedtime. The collection is also lavishly illustrated. Includes an index of titles and first lines. (NKA)

ED 376 517   CS 507 981

Hugenberg, Lawrence W., Ed.
Basic Communication Course Annual. Volume 4.
PUB DATE- Jun 92
NOTE- 179p.; For volume 3, see ED 343 178.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Communication Apprehension; Course Evaluation; Critical Thinking; Higher Education; Humor; *Introductory Courses; *Public Speaking; Role Models; Sexual Harassment;

Greens Go Online": Interactive Media and the Environmentalist" (Jane B. Singer); "The Rise and Fall of a Middle Brow: Robert M. Hutchins's Victorian Influence on High Culture and Low Journalism" (Fred Blevens); "Network Prime Time Programming Strategies in the 1980s" (Carolyn A. Lin); "Health Coverage in California Newspapers: CVD and AIDS Compete for Space" (S. Shyam Sundar); "Reconstructing the Hollywood Indian" (John M. Coward); "If It Weren't for Bad Luck...A Study of the Ways the Major Newspapers Frame Stories of Racially Comparative Risk" (Oscar H. Gandy, Jr.); "The Cost of Fighting Mother Nature: News Coverage of the 1993 Midwest Floods" (Ana C. Garner); "Crawling toward Civil Rights: A Qualitative Study of Media Coverage of Disability Activism" (Beth Haller); "The Native American Press--The Tribal Journalist's Perspective: Interviews with Nine Journalists from Southwestern Tribal Newspapers" (Leslie Alisoun Wright); "Electronic News Hawkers: Topic Selection and Placement of Teasers in Local Television Newscasts" (Dale E. Zacher); "Institutional Ownership of Publicly Traded U.S. Newspaper Companies" (Robert G. Picard); "A Study of the Relationship between Newspaper Subscription Price and Circulation from 1971 to 1992" (Regina Lewis); "Expertise vs. Trustworthiness in a Biotech Controversy: Attitude Similarity and Extremity and Farmers' Perceptions of BGH Information Sources" (John Marquart and others); "A Study of America's Front Pages: A 10-Year Update" (Steve Pasternack and Sandra H. Utt); and "The Meanings of Corporate Trademarks" (Edward A. Johnson). (NKA)

ED 376 534   CS 508 745

Morgan, Marilyn R. P.
Pixel Power: Making CMC Useful as a Democratic Medium.
PUB DATE- Nov 94
NOTE- 7p.; Paper presented at the Society for Technical Communication Conference (Oak Ridge, TN, November 3-4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Mediated Communication; *Democratic Values; Futures (of Society); Higher Education; *Social Change; Technological Advancement
IDENTIFIERS- Technical Communication; Technology Integration

Technical communicators can act as educators, using their skills at bridging the gap between technology producers and consumers to show people what they can do with the new technology of computer-mediated communication (CMC), which is widely expected to bring about great social change. If CMC is to succeed where television failed at educating and empowering the public, those who implement the technology must be aware of two things: the same people who do not watch public affairs programming on television will not necessarily be interested in such information presented in another medium; and power has its own kind of inertia. CMC has more democratizing potential than television did, but it will not by itself make society more democratic. Unless its users take positive steps to use the medium to increase democracy, its natural tendency will be to reinforce societal structures already present, as the managers and professional employees at a large pharmaceutical corporation that adopted a computer conferencing system learned. True democratic discourse is at least possible through CMC, as it is not through television, because all users, at least potentially, can express their views through CMC. Technical communicators must encourage organizations to change for the family effort in the ethical formation of children. The experience of American Catholic schools that developed in the latter part of the 19th century shows that, in a state of nature, when families are free to do so, and alert to the need, they will choose schools that are extensions of and supporters of family values. In the United States, an educational finance monopoly has created a structure that has resulted in a moral vacuum. Educational finance monopoly is the policy of allocating all tax dollars dedicated to education to state-owned public schools via monopolistic structures within each state and within the school districts. The cure is educational choice without financial penalty. It means that parents will be used to assign and distribute some or all of tax dollars dedicated to education. In order to bring religious values to the political arena, the Catholic community must enter the political arena as citizens, not as a church. The warrant for action is based on the belief that the believers-as-citizens' positions are as legitimate as that of any other political actors. (LMI)

ED 376 553 EA 026 213

Osborne, Bill
Creating a Motivational Learning Environment.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the National Conference on Creating the Quality School (3rd, Oklahoma City, OK, March 31-April 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Educational Change; Elementary Secondary Education; *Models; *Organizational Change; Organizational Climate; *Organizational Communication; *Organizational Development; Systems Approach

This paper examines elements that support the creation of a Motivational Learning Environment. Is it possible to motivate students or should educators focus their energy on creating a motivational learning environment in which students become self-directed and self-motivated learners? The paper focuses on the topics of paradigms, purpose, people, process, and plan--all critical to the development of a motivational learning environment. It describes the following change models: (1) the Concerns Based Adoption Model (CBAM), which focuses on the user; (2) the Institute for the Development of Educational Activities (I/D/E/A) Study, which focuses on dialogue, decision-making, and action; and (3) the Rand Study, which focuses on the change agent. These studies indicate that strategies for change should include active participation, face-to-face interactions, opportunities to learn new behaviors, local materials development, and leader support. The key operational elements for successful organizations include: meaningful involvement of all organizational members, a focus on the system itself, and the utilization of continuous improvement processes. In summary, educational leaders must become "systems literate" and utilize processes that strengthen the organizational culture in order to bring about long-term institutional change. Contains 24 references. (LMI)

ED 376 554 EA 026 214

Tymms, Peter
Evaluating the Long Term Impact of Schools.

sixth chapter describes the role of the central office, and chapter 7 outlines a building and campus approach for stemming crime. Ideas for proactively planning responses to disastrous situations are offered in the final chapter. Six figures are included. The following resources are included: National Association of Secondary School Principals (NASSP) press releases, proclamations, and a contract for eliminating weapons from schools. (LMI)

ED 376 573 EA 026 269

Cooper, Harris
The Battle over Homework. An Administrator's Guide to Setting Sound and Effective Policies. The Practicing Administrator's Leadership Series.
PUB DATE- 94
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Assignments; Elementary Secondary Education; Home Study; *Homework; School Policy

For many years, homework has been a topic of heated public discussion and concern of students, parents, teachers, and administrators. Perhaps the most crucial question regards its efficacy for improving academic achievement. This book combines the results of research studies and exemplary practices to provide guidance about homework to administrators. It discusses the effects of homework, explores variations in the homework process, and shows how to develop and implement policy guidelines. Homework issues at both the elementary and secondary levels are addressed. The first chapter contains: (1) a general definition of homework; (2) attitudes toward homework; (3) the effects of homework; and (4) factors affecting the utility of homework. Chapter 2 summarizes research on whether homework is generally effective, as well as whether it is more effective for some grade levels, subjects, and types of students than for others. The third chapter reviews research that examined the amount of homework and time spent on homework necessary for optimal achievement at different grade levels. Studies of variations in homework assignments that have differential effects on achievement are discussed in chapter 4. The final chapter reviews some of the policy recommendations offered by government and private education agencies, which are integrated with information from the previous chapters into a set of homework policy guidelines. Three tables, three figures, two exhibits, and an annotated bibliography are included. Contains 26 references. (LMI)

ED 376 574 EA 026 271

Vandegrift, Judith A.; And Others
Comprehensive Services in Arizona Schools: A Research and Planning Primer.
PUB DATE- Sep 94
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; Community Services; *Cooperative Planning; Elementary Secondary Education; Family

indicated that most of the urban and rural superintendents were hired to be agents of change and that the women viewed their leadership qualities in the same way. Whether in a highly bureaucratic, urban organization or in a small rural setting, these women superintendents were successful at building collegial organizations. Both urban and rural respondents used leadership skills that fit a new paradigm, which values change and connectiveness. Overall, they enjoyed the human relations part of their job. One table is included. Contains 21 references. (LMI)

ED 376 594   EA 026 300

Vandegrift, Judith A.; And Others
State Strategies: To Support Comprehensive Services in Arizona Schools.
PUB DATE- Oct 94
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; At Risk Persons; Educational Cooperation; Elementary Secondary Education; *High Risk Students; School Restructuring; *State Departments of Education; *State Programs; State School District Relationship; State Standards; *Statewide Planning
IDENTIFIERS- *Arizona

The United States Congress has recently enacted federal education legislation such as Goals 2000 that promotes unprecedented levels of comprehensive planning and service integration of state and local levels. In preparation for such federal initiatives, the Arizona Department of Education (ADE) contracted with the Morrison Institute for Public Policy at Arizona State University to analyze state issues relevant to comprehensive service delivery, especially as it relates to Arizona's at-risk population. This report discusses: (1) state level technical assistance options to support Arizona schools in delivering comprehensive services and (2) implications for state policymakers. Data were obtained through interviews with ADE personnel, a literature review, a statewide survey of Arizona principals, a survey of other states, and a survey of identified at-risk sites. The introduction describes the purpose and background of Arizona's Comprehensive At-Risk Education (CARE) Project. The first section discusses national and Arizona practitioner-based frameworks for education reform. The second section reviews research on the state role in education reform. The third section outlines Arizona's status in supporting comprehensive services and further actions to be taken. The integration of at-risk programs in a context of schoolwide improvement is discussed in the fourth section. It is recommended that: (1) Arizona move away from "at-risk" programs to more holistic school improvement, and (2) the state consider granting sites that receive at-risk funds greater flexibility in exchange for results-oriented accountability. Two tables and eight figures are included. Appendices contain information on teacher institutes in three states, a summary of ADE interview responses, a copy of the at-risk site questionnaire, and a side-by-side comparison of program applications. (LMI)

ED 376 595   EA 026 301

Geltner, Beverley B.; And Others
Using the Interdisciplinary Case Study To Transform the Doctoral

IDENTIFIERS- *Kansas City School District MO

This paper considers the distinctive issues demographers face when they must forecast enrollments in a context of court-ordered desegregation. Specifically, it examines whether magnet schools strengthen a district's overall attractiveness to enrollees from outside, or whether they only siphon students away from other nonmagnet schools within the district, achieving no net effect districtwide. This issue can be clarified by examining patterns of change in grade progression rates as magnet schools are phased in. Methodology involved the analysis of student enrollment and retention for the years 1986-90 in the Kansas City, Missouri School District (KCMSD), a large urban district being transformed by the implementation of a comprehensive magnet school plan. Findings indicate that the magnet schools had enhanced the district's overall retention at most grades but did not produce actual increases at most grades, having merely slowed the overall weakening of districtwide retention. The data provide a "reality check" on the necessary judgment for crafting appropriate forecasting assumptions. Six tables and two figures are included. (LMI)

ED 376 615 EA 026 340

Patrick, Edward M.; Dawson, Judith A.
A Description and Analysis of Five Teacher Supervision/Evaluation Systems: Summary of Case Studies, Findings, and Recommendations.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Oct 85
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Program Implementation; School Districts; Staff Development; *State Departments of Education; Teacher Effectiveness; *Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- *Pennsylvania

During the 1984-85 academic year, the Pennsylvania Department of Education (PDE) initiated efforts to reform school districts' teacher supervision/evaluation (TS/E) procedures. The goal was to improve the quality of classroom instruction and develop more consistent, meaningful teacher evaluations. This paper describes a study conducted by Research for Better Schools that examined the teacher-evaluation systems in five Pennsylvania school districts. Data were obtained through: (1) interviews with a total of 20 central office staff, 37 administrators and/or trainers, and 194 teachers; (2) analysis of district records; and (3) followup contacts with a sample of district officials. The following critical elements in designing and implementing new TS/E systems were identified--introduction and generation of staff support, system design, training, and implementation/continuation. Key issues include the relationship between supervision and evaluation, the selection of trainers, and system monitoring. Alternative modes of supervision/evaluation and centers for teacher training are two promising innovative practices. Findings indicate a definite and continuing support role for the PDE in districts' TS/E improvement efforts. Several recommendations are made for improving PDE's role. (LMI)

ED 376 616 EA 026 341

Analysis of Delaware's Instruments for Evaluating the Performance of Building Level Administrators.

(Contains 25 references.) (JDD)

ED 376 634 EC 303 461

Lombardi, Thomas P.
Responsible Inclusion of Students with Disabilities: Fastback 373.
PUB DATE- 94
NOTE- 42p.; This fastback is sponsored by the Tampa Florida Chapter of Phi Delta Kappa.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Disabilities; Educational Change; *Educational Methods; Educational Philosophy; Elementary Secondary Education; *Inclusive Schools; *Mainstreaming; Regular and Special Education Relationship; Social Integration; Student Placement; Teacher Role; Teaching Models
IDENTIFIERS- Teacher Collaboration

This pamphlet provides an overview of the philosophical, legal, and research bases of responsible inclusion of students with disabilities in regular classes. Educators are urged to not disregard the continuum of service placement, which is legally required, but to recognize that most students with disabilities can be educated in regular classes in their home schools, provided that they have appropriate support systems. Four educational approaches effective for students with disabilities are described: direct instruction, the Strategy Intervention Model, teacher assistance teams, and the Vermont Consulting Teacher Model. The need for teachers, administrators, and other school personnel to receive training to learn new skills and to accept new roles is discussed. The importance of consultation and collaboration are noted, along with the need for modifications in curricula, methods of instruction, and materials. Checklists are presented for administrators, teachers, and parents to assess their inclusion philosophy. (Contains 28 references.) (JDD)

ED 376 635 EC 303 462

Schnorr, Janice M.; Brady, Nancy J.
Alaska Special Education Recruitment and Retention Resource Manual.
PUB DATE- Sep 94
NOTE- 33p.; The Comprehensive System for Personnel Development provided a grant.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Labor Turnover; *Personnel Management; Program Development; School Districts; *Special Education Teachers; *Teacher Persistence; *Teacher Recruitment
IDENTIFIERS- *Alaska

This resource manual is designed to assist Alaska school districts in recruiting and retaining special education teachers. It offers 50 practical suggestions for developing an characteristics. Seven tables detail study findings. (Contains 96 references.) (DB)

ED 376 653 EC 303 482

Walmsley, Tim; Neilsen, Shelley
The VIDEOSHARE Project. Instruction (Manual I) and Classroom Videotaping Guide (Manual II).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Confidentiality; *Data Collection; Demonstration Programs; *Disabilities; Early Childhood Education; *Evaluation Methods; Family Involvement; Inservice Education; *Intervention; Models; Paraprofessional School Personnel; Parent Attitudes; Parent School Relationship; Participant Satisfaction; Program Development; Program Implementation; Special Classes; Special Education; *Student Evaluation; Therapy; Video Equipment; *Videotape Recordings
IDENTIFIERS- *VIDEOSHARE Project

Manual I describes the VIDEOSHARE Project, a demonstration project employing systematic, video-based technology in preschool special education classrooms to supplement traditional measures of academic and developmental progress. The VIDEOSHARE model focuses on using video to: (1) enhance family-school partnerships; (2) increase child study team (CST) effectiveness; and (3) improve therapeutic interventions. Preparing videotapes for families involves filming the child participating in school activities and limited editing. These videotapes have been very positively received by parents (N=60). Preparing videotapes for the purpose of increasing CST effectiveness involves more planning and coordination prior to videotaping and then careful editing. CST members (N=35) reported very positive perceptions of the impact of video on their understanding of the child's social competence, academic status, and benefit from integration. The use of video to improve therapeutic interventions is still more labor intensive. Video was used to train eight paraprofessionals in a coteaching instructional technique. Participants reacted positively to the video and improved their performance substantially, especially when one-on-one performance feedback was provided along with the video. Manual II addresses, in detail, the practical aspects of implementing video to enhance family-school partnerships, increase child study team effectiveness, and improve therapeutic interventions. After an overview of the VIDEOSHARE model, the manual addresses issues of confidentiality and access to video records. Individual sections then address: (1) information for starting a videotaping program (e.g., integrating videotaping in the classroom schedule and setting up a labeling system); (2) five steps to setting up the data sampling system (from identifying goals and activities through ensuring safety); (3) videotaping classroom activities (e.g., student arrival, transitions, social play, learning centers, snack, and recess); (4) using the video camera; (5) editing video records (includes reviewing tapes for editing and basic and advanced editing techniques);

Postsecondary Education; *Program Effectiveness; Quality Control; Standards; *Transitional Programs
IDENTIFIERS- *Minnesota

Twenty-two transition programs illustrating effective community collaboration for youth with disabilities in Minnesota are profiled. These programs were selected because they applied a set of 10 quality standards developed to improve the transition process and adult outcomes for these youth, as well as to increase the cost effectiveness and efficiency of transition services and planning. Each profile includes information on: (1) participant disabilities, (2) ages served, (3) areas of collaboration, and (4) groups collaborating. Areas of collaboration included, among others: information sharing, staff sharing, co-funding, joint training plans, joint transition planning, shared public relations activities, shared resource library, program sharing, and assessment sharing. Descriptive information for each program includes an overview, a discussion of the need for the program, how the program meets the need, results and effectiveness data, and specific groups collaborating. Program address, telephone number, and name of a contact person are also provided. (DB)

ED 376 674 EC 303 504

Why Educators Support Self-Determination for Students with Disabilities and Why Families Support Self-Determination for Students with Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Civil Liberties; *Disabilities; Elementary Secondary Education; Motivation; *Personal Autonomy; Responsibility; Self Control; *Self Determination; Self Esteem; *Student Development
IDENTIFIERS- *Self Advocacy

Two brief papers provide reasons to support self-determination for students with disabilities, with one paper written from the perspective of educators and one written from the parents' perspective. Each paper discusses 11 benefits of self-determination, including: (1) personal control, (2) motivation, (3) prosocial behaviors, (4) self-awareness, (5) participation, (6) responsibility, (7) independence and interdependence, (8) a vision for the future, (9) self-esteem, (10) self-advocacy, and (11) awareness of rights. Contains a list of 12 suggested resources. (DB)

ED 376 675 EC 303 505

Access in Word and Deed. Barrier Free in Brief.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 91
NOTE- 53p.; The document was developed by the Project on Science, Technology and Disability, Directorate for Education and Human Resources Programs. For other booklets in the series, see ED 374 996-997.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Modern Language Instruction) 1993.
PUB DATE- 93
NOTE- 515p.
LANGUAGE- German
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; Foreign Countries; Information Sources; *Instructional Materials; *Language Research; Linguistic Theory; *Modern Languages; *Periodicals; Research Reports; Second Language Instruction; Second Language Learning; *Second Languages

The four 1993 issues of this serialized bibliography, entirely in German except for titles in other languages, contain citations of journal articles, essays, studies, and instructional materials on aspects of modern language teaching. In each issue, an introductory section describes the bibliography's organization and lists related periodicals and organizations (the latter with addresses). Subsequent sections contain listings, alphabetically by author, of resource literature and instructional materials, first in citations containing bibliographic information only, and then in annotated form. Subject, author, and proper name/citation indexes are also included. (MSE)

ED 376 693 FL 022 444

Sandin, Kathryn Ann
The Development of Self-Concept and Language Identity in Spanish-Speaking Children of Migrant Farmworkers.
PUB DATE- Aug 94
NOTE- 139p.; M.A. Thesis, School for International Training, Brattleboro, Vermont.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Techniques; Cultural Influences; Demography; Elementary Secondary Education; English (Second Language); Federal Legislation; *Identification (Psychology); *Language Role; Migrant Children; *Migrant Education; Minority Groups; Second Language Instruction; Second Language Learning; *Second Languages; *Self Concept; *Spanish Speaking; Underachievement
IDENTIFIERS- United States

A discussion of English-as-a-Second-Language (ESL) learning in Spanish-speaking migrant workers' children focuses on the relationship of language identification and achievement. The first chapter briefly tells the story of the education and ESL instruction of one migrant adolescent. Chapter 2 offers a demographic and historical overview of migrant labor in the United States, and its Latinization after World War II, and chapter 3 describes its culture as determined by distinct economic, social, and educational variables. The fourth chapter outlines past federal migrant education legislation. The discussion then turns, in chapter 5, to the relationship between language and identity and the conflicts that may arise when the student's first-language identity is challenged or denigrated in the second-language environment. The next two chapters review theories of academic underachievement among minority students, discuss the pedagogical implications for migrant children, and offer corresponding classroom techniques for work with this population. (Contains 134 references.) (MSE)

ED 376 694 FL 022 467

language varieties and functions; literature for diversity; and working with parents. (MSE)

ED 376 714 FL 022 580

Kuntz, Patricia S.
Swahili-L: Using Computer Technology To Promote African Language Literacy.
PUB DATE- 3 Nov 94
NOTE- 57p.; Paper presented at the Annual Meeting of the African Studies Association (Toronto, Ontario, Canada, November 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Languages; College Faculty; Computer Assisted Instruction; *Electronic Mail; Foreign Nationals; Foreign Students; Higher Education; Intercultural Communication; *Language Teachers; *Literacy Education; Program Descriptions; Second Language Instruction; Second Languages; *Swahili; *Telecommunications; Uncommonly Taught Languages
IDENTIFIERS- *Internet; University of Wisconsin

The evolution of Swahili-L, an Internet distribution list service for multi-address mailings written in Swahili, is chronicled and its applications in second language teaching, literacy education, and worldwide communication among Swahili speakers are discussed. Developed by the African studies outreach program at the University of Wisconsin, the network serves 200 subscribers. The report describes the selection of technology, problems with the original service, recruitment of subscribers, and subscriber characteristics. Perceived benefits of the service include reinforcement of language skills, particularly reading and writing, and computer literacy. Subscribers include novice students, advanced students, and native Swahili-speakers. Seen as an economical and efficient method of communication for teachers and students of Swahili, the technology is also recommended for use with other African languages. A 48-item bibliography is included. Appended materials include an outline of the history of Swahili instruction in the United States, undergraduate and graduate Swahili enrollments in U.S. higher education institutions, data on interdisciplinary linkages and language requirements in African studies centers, data on trends in dissertations on African languages, a Swahili instructor directory, characteristics of Swahili positions available in 1992-94, and sample Swahili-L messages. (MSE)

ED 376 715 FL 022 581

Mamman, Munir
Acquisition Processes of Hausa Interrogatives by a Hausa Child.
PUB DATE- Mar 94
NOTE- 28p.; Paper presented at the Annual Conference on African Linguistics (25th, Rutgers University, NJ, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- African Languages; Case Studies; *Child Language; Foreign Countries; *Hausa; *Language Acquisition; *Language Patterns; Language Research; *Learning Processes; Uncommonly Taught Languages; Young Children

Americans

Research indicates that the instructional conversation (IC), a dialogue between teacher and learner in which prior knowledge and experiences are woven together with new material to build higher understanding, can be an effective method for raising the low academic achievement levels of various groups of Native American students. The IC contrasts with the "recitation script" of traditional western schooling, which is routinized and dominated by the teacher. In order for ICs to be a truly effective method, however, educators must take into account the following factors concerning the indigenous cultures of their students: (1) sociolinguistics; (2) cognition; (3) motivation; and (4) social organization. A description of each of these factors and their effect on the implementation of ICs among Native American populations is included in this digest. Contains 13 references. (VWL)

ED 376 734 FL 022 616

Marcos, Kathleen
Internet for Language Teachers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Assisted Instruction; Databases; *Electronic Mail; *Language Teachers; Second Language Instruction; Second Language Learning
IDENTIFIERS- Electronic Journals; ERIC Digests; *Internet

After providing an overview of Internet, this Digest outlines information and services that Internet can make available. Specific focus is on the following: (1) electronic mail; (2) remote access to library and other databases; (3) subscription to lists and other electronic fora; (4) subscription to electronic journals; and (5) file transfer. A substantial resource list is included. Contains 17 references (including works consulted and works for further reading). (VWL)

ED 376 735 FL 022 635

Peace Corps Language Training Curriculum.
PUB DATE- 15 Nov 93
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Classroom Techniques; *Competency Based Education; Cultural Literacy; *Daily Living Skills; *Learning Activities; Listening Skills; *Second Language Learning; Speech Communication; *Teaching Methods

This competency-based curriculum in foreign language learning for Peace Corps volunteers is designed for beginning learners and stresses listening and speaking skills. The curriculum contains the following components: an initial Scope and Sequence chart; three sections on activities (General, Grammar, and Listening), 14 topic area units (the core of the curriculum), and a "Sample Format for the Language Curriculum" showing a possible format for students learning English in order to live in the United States. The topic areas, which are ordered according to the new

Food Production, Management, and Services Curriculum Guide.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Programs and Instruction.
PUB DATE- Jun 93
NOTE- 633p.; Updates ED 306 384. For a related document, see ED 333 165.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooking Instruction; *Food Service; *Foods Instruction; Instructional Materials; Integrated Curriculum; Language Arts; Learning Activities; Mathematics Skills; *Occupational Home Economics; Personnel Management; Postsecondary Education; Public Relations; Science Instruction; Secondary Education; Social Studies; State Curriculum Guides; Teaching Methods
This food production, management, and services curriculum guide provides information needed by teachers. It begins with a list of the competencies and subcompetencies that are the essential elements and the sub-elements prescribed in the Texas Administrative Codes for Vocational Home Economics. Each chapter consists of teaching strategies. They are not intended to be used in any particular order, and multiple choices are provided. The 39 chapters cover the following topics: food service industry; careers; safety; emergency procedures; personnel, equipment, and facility sanitation; food sanitation; nutrition; special diets; tools and utensils; food preparation equipment; cold storage, serving, and cleaning equipment; food and supplies; food preparation techniques; beverages; cold sandwiches; salads; appetizers; soups and sauces; meat, poultry, and fish; eggs and cheese; cereals and pastas; vegetables and fruits; breads; desserts and cookies; cakes and icings; pastry and pies; basic service skills; sidework; styles and service; table service; counter and self-service; other types of food service; money handling; management responsibilities; cost control; buyers, receivers, and storeroom; finances and recordkeeping; personnel and production management; and merchandising and public relations. Other contents include the following: teaching aids for use in implementing the strategies; laboratory plans; chapter tests; and chapter test and activity book answers. An academic integration supplement accompanies the curriculum guide. It contains learning and evaluation experiences specifically designed to integrate mathematics, science, language arts, and social studies principles within the food production, management, and services course of study. (YLB)

ED 376 285 CE 067 511

Academic Integration Supplement to the Food Science and Nutrition Curriculum Guide.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Programs and Instruction.
PUB DATE- Jun 94
NOTE- 36p.; For the related curriculum guide, see ED 306 382.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Exploration; Careers; Course Content; Course Descriptions; *Food Service; *Foods Instruction; Instructional Materials; *Integrated Curriculum; Language Arts; Mathematics Skills; *Nutrition Instruction;

Podolske, Mel
Southeast Asian Career Exploration Program.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Jun 93
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Career Exploration; Competence; *Competency Based Education; Desktop Publishing; Electrical Occupations; Electricity; *English (Second Language); Equipment Utilization; Geography; Hand Tools; Job Skills; Learning Modules; Lesson Plans; Limited English Speaking; Machine Tool Operators; Machine Tools; Measurement Techniques; Printing; Problem Solving; Safety; *Sciences; Skill Development; *Skilled Occupations; Technical Institutes; *Trade and Industrial Education; Two Year Colleges; Woodworking
IDENTIFIERS- Southeast Asians

This set of competency-based learning modules consists of four career exploration modules and three science modules for use with adults with limited English proficiency. The four career exploration models contain activities designed to introduce students to career opportunities and basic job skills and safety procedures in the following fields: woodworking, machine tool operation, electronics, and printing and publishing. Each career exploration module contains some or all of the following: course description; list of course competencies; course outline; and lesson plan detailing lecture topics, objectives/tasks, and laboratory/learning activities. The three science modules, which are intended for use with intermediate English-as-a-Second-Language students, deal with the following topics: physical science, earth science and geography, and life science. Each science module includes some or all of the following: course description; list of required books/supplies; list of competencies; list of resources; and tables outlining the performance objectives and tasks covered in each unit along with related activities, resources/instructional aids, and evaluation devices. (MN)

ED 376 303 CE 067 568

Career Map Development Guide.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 93
NOTE- 40p.; Developed by the State Tech Prep Leadership Group Mapping Workgroup.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Planning; *Course Selection (Students); Curriculum Design; High Schools; *Models; *Occupational Clusters; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- Curriculum Mapping; *Tech Prep; *Wisconsin

This guide is intended to assist tech prep consortia/councils and high schools throughout Wisconsin in developing tech prep passed a law that allows it to assume responsibility for PAT, a task force has been evaluating alternative methods for delivering the PAT program, especially satellite delivery. The Nebraska Department of Agriculture has not been receptive to the possibility of extension educators delivering PAT using distance education technology. Although extension agreed to conduct the 1994-95 training cycle in traditional classroom format, it noted that with the 1995-96 cycle CED would need to begin a gradual shift of selected parts of the PAT program to satellite delivery. (YLB)

ED 376 321 CE 067 606

Kasworm, Carol E.; Blowers, Sally S.
Adult Undergraduate Students: Patterns of Learning Involvement. Final Research Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 360p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; *Adult Students; Colleges; Educational Environment; Educational Research; Employment; Family Influence; Higher Education; Student Attitudes; *Student Participation; *Student Role; *Undergraduate Students; *Undergraduate Study; Universities

A research study examined the complex roles of adult life in relation to the student role, the nature of adult undergraduate engagement in learning, and adult perceptions of involvement. Adult students were interviewed in three types of institutions: 38 at two liberal arts colleges, 29 at two community colleges, and 23 at two public universities. The entry and socialization of adults into undergraduate student roles was a complex phenomenon that varied for five groups: new entrants, reentrants with significant gaps in previous enrollment, reentrants in competitive colleges, reentrants in colleges similar to previous enrollment, and reentrants in unique adult degree programs. Their beliefs and actions about the student role were based on past educational and personal histories. Their beliefs about college learning and its relationship to other adult roles also varied, suggesting that no single organizational actions will influence learning for all adults. Their perspectives on student involvement were influenced by the following: value of the program/institution, desire for high quality education, the quality of academic learning, the support environment, and concerns about financial access. The student role had complex interactions with family, work, and community roles; family support was a critical component in student participation. Implications for research and for adult and higher education practice centered around three concepts: the adult as student learner; adult images of student involvement; and the adult undergraduate as family member, worker, and citizen. (Appendixes present each of the six institutional research sites as a case study, and include survey instruments and correspondence. Contains 87 references.) (YLB)

ED 376 322 CE 067 608

Drewes, Donald W.
Regional Training Demonstration Project. Final Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

GPLC workplace program. Findings indicated most companies did not provide basic skills training. Only half of the employers felt they had a need for this kind of training. Cost was not a factor. Most hourly employees would like to improve their basic skills; math and spelling were most often mentioned. All the companies interviewed would prefer an outside provider to do basic skills training and most thought that linking small business training with literacy council services was a good idea. A model for creating a workplace program was designed that simplified the complex steps involved in creating a workplace program. It proposed that, for literacy councils to implement workplace programs successfully, they must do the following: know their resources; know the company's educational problems and concerns; form a support team with the company to work together on mutual educational goals; be a sensitive, creative, and flexible team player; provide high quality services; and document student progress in a way that is valuable to the company as well as the student. (Appendixes include survey results, sample cost determination, and magazine article about the survey.) (YLB)

ED 376 341 CE 067 638

FOCUS on Excellence. Final Report, FY 1993-1994.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; Basic Skills; Counseling; Curriculum Development; Daily Living Skills; *Demonstration Programs; *English (Second Language); Information Dissemination; *Literacy Education; *Program Improvement; *Staff Development; Training; *Tutors
IDENTIFIERS- 353 Project; Pennsylvania

This final report describes a staff development project designed to provide for the effective and statewide dissemination of significant current or previous Section 353 special demonstration projects in Pennsylvania. A panel of 8 literacy experts reviewed 65 special projects funded by the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education in fiscal years 1992 and 1993, including projects in the areas of counseling, workplace literacy, family literacy, special populations, curriculum development, tutor training, and program improvement. Twenty-nine outstanding projects selected by the panel were described in the six "FOCUS on Literacy" newsletter issues published during the period (copies appended to report). They describe the outstanding projects in these areas: special populations, curriculum development, English as a second language life skills curriculum, counseling, tutor training, and program improvement. An appendix contains an annotated listing of the outstanding projects. Each entry contains the following: area, title, year, cost, FOCUS issue, contact person with address and telephone number, audience, subarea, and annotation. (YLB)

ED 376 342 CE 067 639

Focus on the Workplace: An Alternative High School Collaborative Project To Reclaim Recent School Dropouts.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- 30 Jun 94
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; *Adolescents; Adult Basic Education; Adult Educators; Classroom Techniques; *Course Content; Discipline; *High Risk Students; Inservice Teacher Education; Program Development; Program Effectiveness; Program Implementation; *Workshops
IDENTIFIERS- 353 Project

A series of five workshops were conducted to instruct adult education practitioners so that they could better perform their jobs as teachers of late adolescents and at-risk students. The five workshops covered the following topics: (1) adolescent development and working with at-risk youth; (2) classroom and behavior management relating to adolescents; (3) curriculum-based assessment; (4) instructional strategies; and (5) applied experiences. A training outline was developed. Attendance at the workshops was excellent, with 20 practitioners at each. The response for the workshop was positive as demonstrated by written evaluations from the participants. (This report contains the content of the workshops along with the training outline developed for the project.) (KC)

ED 376 360 CE 067 672

Success Stories: A Celebration of Achievement. Final Report FY 1993-94. Special Project #98-4035.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 42p.; For the 1993 edition, see ED 357 181.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Adult Basic Education; *Adult Students; *Awards; High Achievement; *Outcomes of Education; State Programs; *Success
IDENTIFIERS- 353 Project; *Pennsylvania

The Success Stories project provides assistance to the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education (ABLE) in selecting and recognizing 10 outstanding ABLE students via Midwinter Conference awards ceremonies and publication of their stories. Project staff edited the Success Stories nominations, made arrangements for outstanding students participation at the Midwinter conference, and handled payments. Outstanding students were visited at their programs by field managers who took their pictures, advised them about the conference procedures and assisted program directors to provide local honors for award winners. Project staff published the stories and accompanying flyers, and conducted project evaluation as well as a study of award winners from the past 10 years in order to identify characteristics of their programs. Nine of the 10 award winners attended the Midwinter Conference despite inclement weather and the 10th winner faxed her statement to be read at the awards session. The research study of past winners indicated that, although programs supplied 76 of the 100 award winners, awards were distributed across the state in line with population density and instructional level and were evenly distributed in regard to type of institution. Evaluation of the project showed

105 references. (YLB)

ED 376 378 CE 067 729

The Reemployment and Training Act of 1994. Hearings before the Subcommittee on Labor of the Committee on Labor and Human Resources. United States Senate (March 16, 1994 and July 26, 1994).
PUB DATE- 94
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adults; *Dislocated Workers; Employment Practices; *Employment Programs; *Federal Legislation; *Federal Programs; Hearings; Job Training; *Labor Legislation; Labor Needs; Policy Formation; Postsecondary Education; Program Development; Public Policy; *Retraining
IDENTIFIERS- Congress 103rd; Proposed Legislation; *Worker Adjustment and Retraining Notification Act

This document contains testimony from two Senate hearings on the Reemployment and Training Act of 1994 by U.S. Secretary of Labor Robert B. Reich and other witnesses concerning the Act and the need for changes in the Worker Adjustment and Retraining Notification (WARN) Act, which requires employers to notify employees of impending layoffs. According to Reich, the Reemployment and Training Act is a response to the problem of long-term unemployment and the need to retrain workers dislocated from older industries and prepare them for high-skills jobs in emerging industries. The Reemployment Act rests on four core principles: (1) universal access and program consolidation; (2) customer focus, giving workers a range of options and letting them choose the services they need to get the next job; (3) market-driven retraining; and (4) accountability. The Reemployment Act includes five titles. Title I establishes a comprehensive program for dislocated workers, regardless of the cause of dislocation. Title II establishes a program of income support for permanently dislocated workers while they are pursuing courses of retraining. Title III establishes a national program of grants and waivers to encourage and enable states to develop networks of one-stop career centers; Title IV establishes a national labor market information system to provide universal access to information about where the jobs are and the skills that the jobs require. Title V gives the Secretary of Labor authority to waive federal laws to empower states and localities to streamline job training programs for disadvantaged persons. Witnesses at the second hearing included the following: laid-off workers who testified about the need for retraining; officials of several job training programs who suggested what works in job retraining; and city officials, job training managers, and laid-off workers who testified about how the WARN Act works and how the legislation should be strengthened. (KC)

ED 376 379 CE 067 849

Davis, Ann E.; Yap, Kim O.
Results of Field Research. ABE/ESL Assessment. Program Report.
SPONS. AGENCY- Washington State Board for Community and Technical Colleges, Olympia.
PUB DATE- Jul 92
NOTE- 87p.; For a related bibliography, see ED 367 191.
LANGUAGE- English

can enhance the Network's ability to reach the under-served, older minority population. This Guide arose from recommendations for collaboration between the Network on Aging and HBCUs. The National Association of Area Agencies on Aging (NAAAA) reviewed suggestions made by directors of Area Agencies on Aging and faculty members of HBCUs, focusing on minority related policy recommendations developed in 1985. The resulting Guide targets State and Area Agency personnel to help them develop collaborative relationships with HBCUs. The Guide summarizes the functions of State and Area Agencies and also offers guidelines for joint ventures in each functional area. The second portion of the Guide matches the major areas of responsibility assumed by the State and Area Agencies along with the potential resources of the HBCUs available for agency needs. Not comprehensive in its treatment, the Guide should be used as a framework for developing relationships tailored to the needs of the community. Featured are examples of collaborative efforts between the Network on Aging and HBCUs. An appendix provides a directory of HBCUs. (RJM)

ED 376 398 CG 025 803

Andrews, Judy A.
Concordance between Parent and Adolescent Substance Use: Tests of a Social Learning Model.
PUB DATE- Feb 94
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (San Diego, CA, February 9-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Alcohol Abuse; Concurrent Validity; Drinking; Drug Abuse; Family (Sociological Unit); Family Characteristics; *Family Relationship; Fathers; Mothers; *Parent Child Relationship; *Parent Influence; Smoking; *Socialization; *Substance Abuse

Although many studies report on the parent/child bond and its negative correlation with substance use, few researchers have examined the interaction between the parent/child relationship and parent substance use to predict adolescent use. In this study, 763 adolescents, 11-15 years old, along with their parents and siblings, participated in a seven-year longitudinal study of family influence on adolescent substance use. In the study's initial years, 34 percent of the participants withdrew. The findings emphasized the importance of the interaction between parent use and the parent/adolescent relationship. A good parent/adolescent relationship did not always protect the child from substance use. If the parent, particularly the mother, had a good relationship with the adolescent and that parent used substances, the child was more likely to use drugs. Likewise, female adolescents were more likely to imitate paternal use and non-use of a substance if they had a good, rather than a poor, relationship with their father. Additionally, parental abstinence did not always ensure abstinence in the child. An adolescent with a poor relationship with a non-using parent was as likely to use substances as a using parent in a poor parent/adolescent relationship. (RJM)

ED 376 399 CG 025 804

Grider, Clint
Student Activities Survey.

Yette, Rebecca; And Others
Washington State Department of Social and Health Services County Data Report: Fiscal Year 1991.
PUB DATE- Jul 94
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Community Services; Health Care Costs; *Health Needs; Health Programs; *Health Services; Medical Services; Social Agencies; *Social Services; State Aid; *State Programs; *State Surveys; Surveys; Welfare Services
IDENTIFIERS- *Washington

This report describes clients served by the Washington State Department of Social and Health Services (DSHS) from July 1990 through June 1991. The report lists the number of clients served in ten DSHS programs--broken down by county--and the direct service dollars spent on those clients. Researchers also grouped the clients by age and by ethnicity. The ten divisions covered, the types of client each division served, and the programs which are included in the Needs Assessment Database (NADB) Client Database--the data upon which this report is based--are described in a glossary. The NADB Client Database included 75 different programs and accounted for about 90 percent of the estimated DSHS clients statewide. How the data can be used to answer direct and indirect questions about DSHS clients is described. The bulk of the report consists of 81 tables of data. Five appendices included details on client unduplication, cost of service in the NADB client database, resolving conflicts in race/ethnicity and gender during unduplication, home address of clients, and data sources which contributed to the NADB client database. (RJM)

ED 376 418 CG 025 838

Hardesty, Greg; Utesch, William E.
Counselors and Computers: A Survey of Compatibility and Use.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Children; Computer Literacy; *Computer Oriented Programs; Computers; Computer Uses in Education; Elementary Secondary Education; *School Counseling; *School Counselors; School Guidance; School Psychologists; Student Personnel Workers
IDENTIFIERS- Computer Assisted Counseling; *Computer Use

Almost every profession has capitalized on the computerized processing of data. High school counselors in particular, require quick and accurate access to career information and though such technology can be expensive, it may be less prohibitive than adding additional staff. This study examines how school counselors utilize computers in their counseling programs. Seventy school counselors, representing grades kindergarten through post high school, returned questionnaires formulated for this study. Survey results indicated broad computer utilization by the respondents. Elementary counselors used computers for record keeping, printing projects, bibliotherapy, and calendar events. Middle or junior high school counselors employed computers for career information, limited remedial work, daily attendance, and calendar events, by 66 specially trained teachers serving 305 pupils. Data included results of administration of Metropolitan Achievement Tests and Scott Foresman text reading level testing. The treatment group consisted of the 162 pupils who were either discontinued (82) or received 60 or more lessons but not discontinued (80). Results indicated that: (1) 149 pupils (92%) reached Scott Foresman level 8; (2) 91.9% of the pupils were not retained in grade one; (3) 355 different parents or guardians were involved in some way with the program; (4) 34 (21.8%) of the evaluation sample students reached the average normal curve equivalents (NCE) for the district as a whole; and (5) of the 368 pupils from the 1990-91, 1991-92, and 1992-93 treatment groups who remained in the Columbus Public School, 90.5% (333) followed a normal grade-level progression. Findings suggest continuation of the program with attention given to seven recommendations. (Contains 13 tables of data. Survey and evaluation instruments are attached.) (RS)

ED 376 438 CS 011 880

Hourigan, Maureen M.
Literacy as Social Exchange: Intersections of Class, Gender, and Culture. SUNY Series, Literature, Culture, and Learning: Theory and Practice.
PUB DATE- 94
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Basic Writing; Cultural Context; *Feminism; Higher Education; High Risk Students; *Literacy; Multicultural Education
IDENTIFIERS- *Academic Discourse; Feminist Pedagogy; *Literacy as a Social Process

Examining the intersection of culture and literacy education, this book explores the roles that class, race, ethnicity, and gender play in students' learning to negotiate the conventions of academic discourse. A foreword by Gary A. Olson is followed by an introductory chapter, in which it is claimed that recent literacy scholarship has tended to isolate class, gender, and culture as discrete, marginalizing factors, but such isolation may unintentionally silence voices from non-Western, non-mainstream cultures. Chapter 1 provides a brief review of literacy crises and campaigns. Chapter 2 focuses on basic writing as a site of the literacy/illiteracy debate. The feminist critique of gender as a marginalizing factor in students' abilities to write argumentative discourse provides the focus of Chapter 3. Chapter 4 paints a picture of the increasingly diverse multicultural classrooms that composition teachers can expect to face in almost all institutions of higher learning by the year 2000. Chapter 5 shows that basic writing and feminist pedagogies, as well as those designed to empower students from other cultures, incorporate both reading and writing in their recommendations. Contains approximately 240 references. (RS)

ED 376 439 CS 011 881

Ruddell, Robert B.; Ruddell, Martha Rapp
Teaching Children To Read and Write: Becoming an Influential Teacher.
PUB DATE- 95
NOTE- 738p.
LANGUAGE- English

and potentially threatening aspects of writing workshops in elementary schools. An experimental writing workshop in the third grade consisted of three parts: (1) an open meeting, lasting 5 to 10 minutes, during which students were instructed in a traditional manner (students increasingly protested this part of the routine); (2) free writing time lasting 30 minutes, during which students were free to write what they wished as they moved about the room to be with other students; and (3) sharing time lasting 10 minutes, during which students could read their texts in front of the class. Like participants in a carnival, children experienced a blurring of performer and spectator roles in the workshop--there were no active producing authors separated from passive consuming readers. Instead, children moved in and out of the roles of writer and audience. In addition to transformed social relations, writing workshops encourage participants to take up a playful, familiar relation to the world. However, there is reason for concern about the way that children treat each other in a carnival atmosphere. An important criticism that Stallybrass and White (1986) level at Bakhtin's work on carnival--namely, that it embraces an uncritical populism--also sticks to the writing workshop advocates. (Contains 44 references and 14 notes.) (TB)

ED 376 459 CS 214 499

Inkster, Robert
Internships and Reflective Practice: Informing the Workplace, Informing the Academy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *English Curriculum; English Departments; Field Experience Programs; Higher Education; *Internship Programs; *Literacy; Program Descriptions; School Community Relationship; Theory Practice Relationship
IDENTIFIERS- Educational Issues; ERIC Digests; *Reflective Practice; Saint Cloud State University MN; *Workplace Literacy

An internship program, created by the English Department at Saint Cloud (Minnesota) State University, is designed to respond to the current need for an improvement in the workplace literacy of many American workers. The internship and concurrent colloquium provide a crucial link between theory and practice, enabling learners to reflect critically and philosophically about their own and each other's practice, as well as workplace literacy practices in general. The program is intended to turn the English major at Saint Cloud State University into a vehicle for service in the organizational environment of the 21st century. Interns will receive both theoretical instruction and practical experience in the following: adult learning styles; theory and practice of adult education; formal and informal diagnostic methods; workplace literacy issues; small-group facilitation and communication; program planning and management; assessment methodologies and ethics; and articulation of individual and program goals and accomplishments. Successful interns will be equipped to move into other organizational sites in the private or public sector and become productive members of a workplace literacy team. The internship component of the program not only addresses current problems of literacy in the workplace but creates a new cohort

Any member of a discourse community can be made subordinate by these disciplinary means used by leaders of a community. (RS)

ED 376 478 CS 214 603

Bolin, Bill
(En)Countering the Opposition: Defending Pluralistic Pedagogies in a Healthy Atmosphere of Conflict.
PUB DATE- 12 Feb 94
NOTE- 13p.; Paper presented at the Baylor University Academic and Literary Conference (Waco, TX, February 12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Pluralism; *Curriculum Development; *Higher Education; *Multicultural Education; *Politics of Education; Traditionalism
IDENTIFIERS- Curriculum Reconceptualists; *Educational Issues

The many movements toward a multicultural approach to education have met with resistance from various quarters. A predominant opposing view is that tampering with the status quo is tantamount to inviting educational disaster across the nation. When education becomes more accessible, the argument implies, it is letting people down. Two recent newspaper editorials, written by Cal Thomas and Georgie Anne Geyer illustrate the fallacies in this line of attack. Thomas's reasoning is based on the assumption that truth is universal; there are not different ways of living so much as wrong and right ones. While more reasonable than Thomas, Geyer characterizes multiculturalism as an effort divide up the country into "bartering groups orchestrated by activists and advocates who know what is best for everybody." Well-known writers such as Arthur Schlesinger Jr. and Lynne V. Cheney similarly posit untenable arguments against pluralism and student-centered pedagogues. In his misguided treatment of American history, Schlesinger subscribes to the "one grand narrative" version of history in which all cultures have combined peacefully for two centuries and have only encountered difficulties recently. In taking to task America's universities, Cheney states that "45% of college students graduate without taking a course in American or English literature." Cheney argues that "telling the truth" will dispel the notion that truth is a social construct and consequently return universities to their initial and proper goal--uncovering truth without any influence of a political agenda. (Contains 15 references.) (TB)

ED 376 479 CS 214 604

Communications and Writing Magnet Elementary Schools 1989-1990, 1990-1991, 1991-1992. Summative Evaluation.
PUB DATE- Sep 92
NOTE- 61p.; For related documents, see ED 345 236 and ED 345 246. Portions printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Communication Skills; Educational Research; Elementary Education; *Instructional Effectiveness; *Magnet Schools; Student Attitudes; Teacher Attitudes; Thematic Approach; *Writing Skills
IDENTIFIERS- Kansas City Public Schools MO

Using Young Adult Literature To Promote Recreational Reading in a Senior Basic English Class.
PUB DATE- 94
NOTE- 63p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescent Literature; Basic Skills; Class Activities; English Instruction; Grade 12; High Schools; High School Seniors; *Reading Programs; *Recreational Reading; *Student Motivation; Supplementary Reading Materials
IDENTIFIERS- *Reading Motivation; Remedial Intervention; Trade Books

Students in a senior (grade 12) basic English class were not motivated to read books unless required to do so by their teacher; they did little or no reading for pleasure. To increase recreational reading and instill a love of reading in the 17 subjects, a practicum, in the form of a reading program lasting about 2 months, developed strategies that included student involvement in the reading program, provision of young adult books, encouragement to read in new genres, sustained silent reading, student use of computers, and introduction to public library resources. Students: (1) participated in the development of book selection criteria; (2) chose their own books; (3) created materials to promote peer reading; and (4) evaluated their own reading progress. Although expected outcomes were achieved, a longer implementation period (one full year) is recommended. (Contains 26 references; appended are evaluative instruments, sample worksheets, and a suggested reading list of young adult books). (NKA)

ED 376 498 CS 214 624

MacLennan, Carol H. G.
Media, Metaphor and English Language Teaching.
PUB DATE- 91
NOTE- 24p.; Paper presented at the International Conference on Language Education (6th, Hong Kong, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Problems; Foreign Countries; Higher Education; *Learning Activities; *Mass Media Use; Media Research; Native Speakers; Preservice Teacher Education; *Second Language Learning; *Student Development; Student Surveys; Use Studies
IDENTIFIERS- Hong Kong

A series of studies examined the media use habits of Hong Kong students trying to improve their English. Subjects for the first three studies, 138 pre-service student teachers in Hong Kong, completed questionnaires. Frequency of media use provided some indications of students' level of commitment to the study of English. In study four, students were asked to list the kinds of language items they learned from each type of media. A checklist developed from their responses became the data collection instrument for study five, which asked students to give examples of items they recently learned. None of the students felt they could provide any examples of items learned from the media. In study six, students were given one week to complete the checklist. Students indicated that they learned a wide range of vocabulary from media, but results of study seven indicated that students supplied correct meanings for 29% of

Textbook Content; Undergraduate Students
IDENTIFIERS- Speech Communication Association

This collection of 11 papers contains three types of papers: (1) 1991 Speech Communication Association Basic Course Committee award winning papers; (2) articles on the basic communication course; and (3) the public speaking basic course. The papers are: "Academic Success in the Basic Course: The Influence of Apprehension and Demographics" (Charles A. Lubbers and Diane Atkinson Gorcyca); "Basic Public Speaking Principles: An Examination of Twelve Popular Texts" (Jon A. Hess and Judy C. Pearson); "Evaluation of a Basic Communication Course" (Wendy S. Zabava Ford and Andrew D. Wolvin); "Critical Thinking Is/As Communication" (Warren Sandmann); "Video-Modeling and Pre-Performance Apprehension: Is Ignorance Bliss?" (Craig Newburger and Michael Hemphill); "Directing the Basic Communication Course: Eighteen Years Later" (Richard L. Weaver II and Howard W. Cotrell); "To Say or Not; To Do or Not--Those Are the Questions: Sexual Harassment and the Basic Course Instructor" (Mary M. Gill and William J. Wardrope); "Teaching Public Speaking as Composition" (Michael Leff); "Be Relevant, Careful, and Appropriate: Scary Advice on the Use of Humor to the Novice Public Speaker" (Judythe A. Isserlis); "The Introduction of a Speech: Do Good Introductions Predict a Good Speech?" (Valerie A. Whitecap); and "The Use of Role Models in Teaching Public Speaking" (Lauren A. Vicker). (RS)

ED 376 518 CS 508 714

Lawson, Harold L.; Skaggs, Edward C.
A Comparative Analysis of Communicative Behavior in CEDA Lincoln-Douglas Debate and CEDA Team Debate.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Debate; *Debate Format; Higher Education; Persuasive Discourse; Speech Communication
IDENTIFIERS- Communication Behavior; Cross Examination Debate Association; *Debate Delivery; Debate Tournaments; *Lincoln Douglas Debate Style

Keeping debate communicative is a great and recurring concern. A study investigated whether debate format may influence debaters' communicative behavior, by comparing behavior in Cross Examination Debate Association (CEDA) Lincoln-Douglas debate (LD) and in CEDA Team debate. Videotapes of the two first affirmative speeches of each, at the semi-final level at the same tournament, were transcribed and examined for quantity of evidence, pieces of evidence per minute, use of complete citations, and speaking rate. Results showed that: (1) the Team debater used 21 pieces of evidence, and the LD debater used 17, suggesting that both used their skills not to design a rhetorical masterpiece but to cram as much evidence as possible into their product; and (2) none of the four debaters qualified their evidence, with 94.3% of the evidence having no probative value or impact because its credibility could not be ascertained. Further, while Team debaters showed a definite tendency to speak more rapidly than the LD debaters, three of the four debaters (whether Team or LD) either grossly exceeded or were close to the average rates once deemed "incomprehensible" by CEDA's founders, and only the negative LD in fact, not merely to give the appearance of having changed. Also, they should investigate the ways that CMC could be made more appealing for political activities, not just electronic games and shopping. (RS)

ED 376 535 CS 508 746

Mandeville, Mary Y.; Blakemore, Scott A.
Using the Team Building Approach as a Management Tool for the Training of Graduate Teaching Assistants in the Basic Speech Communication Course Program.
PUB DATE- Nov 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994). Figure contains extremely small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; *Graduate Students; Higher Education; *Interpersonal Communication; *Interpersonal Relationship; Introductory Courses; Program Effectiveness; Staff Development; *Teaching Assistants; *Team Training; *Teamwork
IDENTIFIERS- Speech Communication Education

A study examined the effectiveness of a team building model that was designed and used in the training of graduate teaching assistants (GTAs) in the Fall of 1994 in a speech communication department at a large midwestern university. The department employed 12 GTAs to teach 28 sections of the basic speech communication course. A team building agenda was introduced into the general training sessions for the GTAs. The Myers-Briggs Type Indicator and the Fundamental Interpersonal Relations Orientation-Behavior Awareness Scales measures were completed by the GTAs during their training sessions. GTAs also completed an evaluation form at the end of the training session. Results indicated that a strong sense of community developed among the GTAs and that there was a warmth and friendliness which had not been present in the GTA communal office for years. In the seventh week of the semester, after observing a few personality problems, a meeting was planned to help the group use what it knew about team building and group dynamics in problem solving. (Contains 13 references and a figure illustrating the concept and structure of human resource development.) (RS)

ED 376 536 CS 508 747

Mandeville, Mary Y.
Are Our Basic Speech Communication Courses Targeting Today's Diverse Student Audience? Teacher Perceptions of Course Rigidity and Its Effect on Student Learning.
PUB DATE- Nov 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Curriculum Evaluation; *Graduate Students; Higher Education; Professional Training; Speech Communication; *Teacher Attitudes; *Teaching Assistants
IDENTIFIERS- Speech Communication Education; Teacher Surveys

SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- Jul 94
NOTE- 14p.; Paper presented at the National Evaluation Institute of the Center for Research on Educational Accountability and Teacher Evaluation (Gatlinburg, TN, July 10-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Accountability; Elementary Secondary Education; Foreign Countries; Instructional Effectiveness; Regression (Statistics); *School Effectiveness; Self Esteem; Student Motivation; *Teacher Effectiveness; *Teacher Influence
IDENTIFIERS- *England

Should teachers be held responsible for their long-term influence over students? Should monitoring systems be extended to cover the long-term impact of teachers, departments, and schools? This paper describes a longitudinal study that extended a British comprehensive monitoring system--the A Level Information System (ALIS)--to examine the effects of effective and ineffective departments on their pupils as they moved on to University and paid employment. A total of 2,578 students took their A-level exams in 1988 and completed questionnaires toward the end of their coursework. Of these, 1,167 students (47%) were sent followup questionnaires in 1993. It was hypothesized that effective departments could have negative long-term consequences as they pushed their students on to courses for which they were unprepared. This might adversely affect students' self-esteem and academic achievement. Regression analysis indicated that the impact of having attended effective rather than ineffective departments was slight; rather, the people and life experiences that students encountered after graduation exerted significant influence. It is recommended that monitoring and accountability systems focus on teachers' short-term impact. Nine statistical tables are included. (LMI)

ED 376 555 EA 026 228

Einspruch, Eric L.
Relating Risk Behaviors: Selected Analyses of the Washington State Survey of Adolescent Health Behaviors.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- Mar 94
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; At Risk Persons; *Drinking; *Health; *High Risk Students; Intermediate Grades; Junior High School Students; Sexuality; State Surveys; *Student Behavior; Student Welfare; Substance Abuse; *Suicide; Tobacco; Violence
IDENTIFIERS- *Washington

This paper presents the results of a survey that determined the risk behaviors of Washington adolescents. The Washington State Survey of Adolescent Health Behaviors (WSSAHB) provides information about a variety of behaviors that impact student health: the use of tobacco, alcohol, and other drugs; diet and physical activity; safety and violence; sexual behaviors; and suicide. The survey was administered anonymously to a total of 15,463 sixth-, eighth-, tenth-, and twelfth-graders from 144

School Relationship; Health Services; Professional Development; *Public Schools; *School Districts; *Shared Resources and Services; Social Services; State Action; Student Needs; Systems Approach
IDENTIFIERS- *Arizona

In preparation for new federal legislation that promotes unprecedented levels of comprehensive planning and service integration at state and local levels, an analysis of state issues relevant to comprehensive service delivery is necessary. This paper examines such state issues, with a focus on Arizona's at-risk population, and presents a framework for comprehensive service delivery. It provides the rationale for such service delivery, summarizes the literature on research-based practices, illustrates district approaches to comprehensive service delivery, and sets forth guidelines for developing a comprehensive plan. System components of an effective plan are discussed in detail--student education, parent/family involvement, social/economic services, health services, and professional development. Five general principles underlie success: philosophy, people, processes, promising practices, and partners. Recommendations for developing comprehensive service delivery programs include the following: (1) build on existing information; (2) consolidate knowledge; and (3) think long-term. Contains 11 figures and over 250 references. Appendices contain information on Arizona practitioners' views and an illustration of a side-by-side program analysis. (LMI)

ED 376 575 EA 026 273

Hudson, Johnetta; Parish, Ralph
An Innovative Approach to Developing Transformational School Leaders. The Masters and Educational Specialists Programs at the University of Missouri-Kansas City.
PUB DATE- Aug 94
NOTE- 12p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (48th, Indian Wells, CA, August 9-13, 1994). Cover title varies slightly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Educational Administration; *Educational Innovation; Graduate Study; Higher Education; Leadership; *Leadership Training; Learning Strategies; Management Development; Teaching Methods
IDENTIFIERS- *Transformational Leadership

This paper describes efforts by the Division of Urban Leadership of Policy Studies in Education at the University of Missouri (Kansas City) to transform its traditional educational administration program. The program, developed in 1991, is based on the premise that school leaders must possess the ability to develop: (1) into a facilitator of relationships and outcomes; (2) collaborative and participative planning and decision-making structures (teams); (3) support networks from the community and within the school; (4) human and fiscal resources that enhance and support the outcomes and purposes of the school; (5) school organizations as cultures of renewal, risk, problem solving, trust, and caring; and (6) a school culture of reflective and critical thought concerning learning theory and practice, and human development. The course requirements, with the exception of the practicum, were combined into three thematic courses: Foundations of School

Program.
PUB DATE- Aug 94
NOTE- 19p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (48th, Indian Wells, CA, August 9-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Case Studies; Degree Requirements; *Doctoral Programs; Educational Administration; Evaluation Methods; Graduate Study; Higher Education; *Interdisciplinary Approach; Theory Practice Relationship
IDENTIFIERS- *Eastern Michigan University

For professors of educational administration, a critical task is to design learning experiences that engage future administrators in an examination of their practice from a variety of perspectives. This challenge prompted the educational administration faculty at Eastern Michigan University to redesign its doctoral program in order to cross disciplinary lines, link theory and practice, and provide synthesizing experiences. This paper describes the development of the new doctoral program, which incorporated an interdisciplinary case-study-comprehensive qualifying examination. Now in its third cycle, the doctoral case-study approach to the comprehensive examination has resulted in a sharpened departmental focus, a deepened interpersonal understanding among faculty, the development of a collaborative learning community, the direct experience of the change process, and a total program transformation. Two critical areas currently being addressed include the infusion of case studies throughout the entire program and the development of criteria for case-study assessment and grading. (LMI)

ED 376 596 EA 026 302

Perry, Ronald J.
What's Right with American Public Education?
PUB DATE- Aug 94
NOTE- 13p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (48th, Indian Wells, CA, August 9-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Educational Assessment; *Educational Quality; Elementary Secondary Education; Enrollment Trends; Excellence in Education; Higher Education; Literacy; *Public Education

Over the years, criticism of public education has given rise to reform and renewal. This paper describes what is right with education. The following positive developments have occurred within the last 2 decades: (1) increased student enrollment and retention; (2) improved literacy; (3) improved student performance on standardized tests; (4) a rise in enrollment at institutions of higher education; (5) high-quality, professional educators who provide a variety of services; (6) improved educational technology; and (7) widespread public satisfaction with the quality of education. Other improvements include an upgrading of curriculum, closer monitoring of student progress, enhancement of testing systems, increased emphasis on academics, higher graduation standards, and countless experimental models for instructional methods and

PUB DATE- Mar 87
NOTE- 25p.; Report prepared for the Advisory Council for the Development of a Performance Appraisal System for Building Level Administrators.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Evaluation; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Personnel Evaluation
IDENTIFIERS- *Delaware

Eighteen of the 19 school districts in Delaware responded to the Department of Public Instruction's request for information on administrative job descriptions and evaluation instruments. This paper analyzes the 17 usable evaluation instruments that were submitted in terms of their rating scales, categories and items, specificity of evaluation, performance goals, and self-assessment. Data show that 10 of the districts used a 5-point rating scale. The number of categories ranged from 2 to 15. Twelve districts used evaluation criteria to specify the categories. Thirteen districts did not require self-assessment. The appendix contains a summary profile of each district that submitted information. (LMI)

ED 376 617 EA 026 342

Bodilly, Susan J.; And Others
A Formative Assessment of the General Electric Foundation's College Bound Program.
SPONS. AGENCY- General Electric Foundation, Ossining, N.Y.
PUB DATE- 94
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *College Bound Students; *Cooperative Programs; Corporate Support; Educational Improvement; Formative Evaluation; Higher Education; High Schools; Incentive Grants; Private Financial Support; Program Effectiveness; School Business Relationship
IDENTIFIERS- *General Electric Foundation

This report assesses the interim progress made toward increasing the college-going rate at 11 schools that received College Bound grants from the General Electric (GE) Foundation. It provides information about the kinds of programs developed, early indications of the effects the approaches have on promoting college going and influencing school change, and the ways in which the GE Foundation and local GE facilities provide support to the school beyond the actual grant. Participating schools strove to double the college-going rate for the school as a whole or to increase it significantly for a particular group of students. Data were collected during visits to 10 sites in spring 1992 and 1993. The schools were grouped into three categories: very challenged, somewhat challenged, and less challenged. Four general approaches to increasing the college-going rate were identified: ancillary services; supplemental instruction; improved curriculum and instruction for a target population; and improved curriculum and instruction schoolwide. Four sites doubled their college-going rate and two showed significant improvement. It is concluded that: (1) grants can support major changes in the school; (2) successful grant programs can encourage more ambitious school reform; (3) even the most challenged schools can succeed; (4)

effective recruitment program, focusing on the processes of gathering information; developing recruiters, materials, and strategies; and screening and interviewing applicants. Sample suggestions include: develop a videotape presentation of the school district and the community, promote the employment opportunities available for spouses, and accept special education student teachers into the school district for their practica and student teaching experiences. Over 100 strategies are then presented for enhancing teacher retention, categorized as: welcoming new staff, collegiality, work control, professional development, achievement and recognition, and resources. Sample teacher retention strategies include: arrange a social function to introduce new staff to the community, provide a network to share ideas, implement teacher assistance teams, provide job rotation options, tell teachers what they are doing "right," and provide access to professional literature. An appendix presents a list of people to contact for specific information. (Contains 13 references.) (JDD)

ED 376 636 EC 303 463

Reynolds, Joseph E.
Educational Outcomes of a Community-Based Full Service School.
PUB DATE- 31 Oct 92
NOTE- 24p.; Paper presented at the Convention of the University Council for Education Administrators (Minneapolis, MN, October 31, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Agency Cooperation; Behavior Change; *Community Programs; *Disabilities; Elementary Secondary Education; Government Role; Government School Relationship; Health Services; *Human Services; *Integrated Activities; Models; *Outcomes of Education; Parent Participation; Physical Health; Program Evaluation; Social Services
IDENTIFIERS- Florida (Gainesville); *Full Service School Model

This paper reports the findings of the first annual evaluation of the Full Service Schools Grant of the Family Services Center in Gainesville, Florida. The Family Services Center is a coordinated effort among local, state, and federal agencies to provide integrated health, education, and social services to qualified families who may require a variety of support services. Subjects for the evaluation included 183 students, 27 percent of whom received special education services primarily for specific learning disability or emotional disturbances. A quantitative study examined student academic and behavioral improvement, health status, and level of parental involvement. Overall, academic gains were limited, with minimal changes in absenteeism rates or discipline referrals. Interviews with six participating family members produced five major themes: level of satisfaction, perceptions about staff, benefits of the full service model, difficulties of parenting, and significant changes. Participants described the full service model as successful and supportive. Areas for further program development are indicated. (Contains 16 references.) (JDD)

ED 376 637 EC 303 464

Hebbeler, Kathleen
Shortages in Professions Working with Young Children with Disabilities and Their Families.

and (6) equipment tips (regarding the camera, battery pack and charger, tripod, sound, lighting, and storage). The appendix includes various sample forms including consent forms, an access log, videotape loan log, weekly planning sheet, and videotaping request and review forms. (DB)

ED 376 654 EC 303 484

The Center for the Arts and Sciences Follow-Up Study of 1990 Graduates. Evaluation Report and Program Guides 1993-1994 and 1994-1995.
PUB DATE- Sep 94
NOTE- 69p.; For the 1991 study, see ED 349 687.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Aspiration; *Enrichment Activities; Followup Studies; *Gifted; *Graduate Surveys; Higher Education; Intermediate Grades; Majors (Students); *Outcomes of Education; Participant Satisfaction; Secondary Education; *Special Schools; Student Attitudes; *Talent
IDENTIFIERS- *Center for Arts and Sciences MI

This follow-up study surveyed the 34 students who finished their programs at the Center for Arts and Sciences (CAS), a secondary enrichment program in Saginaw, Michigan, for gifted and talented students in grades 6 through 12, in June 1990. Responses were received from nine students. Analysis indicated that all respondents were in school, college, or a training program; eight respondents were attending Michigan institutions; students were majoring in a variety of fields; most respondents planned to pursue additional degrees; a third of respondents reported no serious educational problems; and students reported a variety of long term professional goals. Most respondents agreed that the CAS program had provided good preparation for college and a creative/motivational environment. Appendices include the questionnaire and a tabulation of responses to each question. Additional material includes program guides for the CAS for the years 1993-94 and 1994-95. The guides address program philosophy; student eligibility; and areas of specialization available at CAS including dance, global studies, language arts, math/science, theatre, visual arts, and voice/keyboard. The program's counseling service, living arts program, and media center are also described. Recommended course equivalencies and a summary of recent program highlights complete the guides. (DB)

ED 376 655 EC 303 485

Massoud, LindaLee
Interpreter Training Program: Program Review.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Div. of Vocational Education.
PUB DATE- Feb 94
NOTE- 323p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Certification; Community Colleges; *Course Descriptions; Curriculum; *Deaf Interpreting;

Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)
DESCRIPTORS- *Accessibility (for Disabled); Adults; *Consultants; *Disabilities; Language Patterns; *Language Usage; *Scientists; Stereotypes; Technology
IDENTIFIERS- Expertise; Experts

This booklet is divided into two sections. Section 1, "A Few Words on Language, Courtesies, and Stereotypes," gives suggestions on speaking to and about people with disabilities. Principles of language use include: (1) put people first, not their disability; (2) avoid identifying a group of people as a disability category; (3) avoid emotional or degrading terms; and (4) distinguish between the terms "disabilities" and "handicaps" and between the terms "nondisabled" and "normal." Among 12 suggested courtesies are talking directly to the person with a disability, even if an interpreter or attendant is present and asking before helping an individual with a disability. Ways to overcome stereotypes, both positive and negative, are also suggested. Section 2, "Human Resources," lists 80 individuals who have agreed to act as consultants on questions of science, technology and disability. The list is cross-referenced by expertise, academic field, and disability to aid efforts to identify resource individuals to fit particular needs. Information provided for each consultant includes name, address, telephone number, academic field, degree(s), current position(s), field(s) of expertise, disability, and age of onset of disability. (DB)

ED 376 676 EC 303 506

Browning, Philip L.; And Others
Disabled Youth in Transition: A Literature Resource. Document #1.
PUB DATE- 91
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Career Education; *Disabilities; *Education Work Relationship; High Schools; Independent Living; Postsecondary Education; Program Descriptions; Services; Student Evaluation; *Transitional Programs; Vocational Education
IDENTIFIERS- Functional Assessment

This annotated bibliography describes over 200 books, journal articles, digests, curricula, and monographs on the transition of youth with disabilities to work, community living, and postsecondary education. Resources are listed alphabetically by author within the following categories: (1) basic information on transition, (2) vocational/career development, (3) community/independent living, (4) functional assessment, (5) functional curriculum and instruction, (6) programs and services, (7) research, and (8) other information resources (including books, directories, special journal issues, federally funded projects, other bibliographies, and publications of the National Transition Institute in Illinois). (DB)

ED 376 677 EC 303 507

Browning, Philip, Ed.
Transition in Alabama: A Profile of Commitment. Proceedings of the Annual Statewide Conference on Transition (1st, Auburn, Alabama, January 1992).
PUB DATE- Jan 92
NOTE- 129p.; For related documents, see EC 303 508-510.

Cristelli, Gloria J.
An Integrated, Content-Based Curriculum for Beginning Level English as a Second Language Learners of Middle School Age: Four Pilot Units.
PUB DATE- Jul 94
NOTE- 189p.; M.A. Thesis, School for International Training, Brattleboro, Vermont.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Adolescents; Curriculum Design; Curriculum Development; Educational Needs; *English (Second Language); Integrated Curriculum; *Interdisciplinary Approach; Intermediate Grades; Introductory Courses; Junior High Schools; *Middle Schools; Second Language Instruction; *Second Language Programs; *Social Studies
IDENTIFIERS- *Content Area Teaching

Development of four pilot units for an integrated, content-based second language curriculum for Taipei American School, Taiwan reported. Units were adapted from an existing mainstream middle school social studies curriculum, and are designed for beginning students of English as a Second Language (ESL), particularly in international schools. An introductory chapter makes an analogy between the curriculum and a racecourse, with the teacher as coach, and discusses challenges in developing curricula for this population. The second chapter outlines a new framework and explains specific aspects, including integration of content and language instruction, avoiding fragmentation of knowledge, using themes and literature-based units, exploiting content, using story-telling, attending to metacognition, and assessing student progress and program effectiveness. Chapter 3 looks at the cognitive and social needs of middle school students in greater detail. Chapter 4 describes and presents the four pilot units. All four are based on themes of comparison: creation/destruction; selfishness/sharing; integration/segregation; and survival/death. Evaluation of the units is discussed in the final chapter. Appended materials include an ESL materials publisher/distributor list, an essay on integrated curricula, the original curriculum, ESL objectives, learning strategy chart, and a writing assignment. Contains 162 references. (MSE)

ED 376 695 FL 022 508

Hancock, Charles R.
Alternative Assessment and Second Language Study: What and Why? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Comparative Analysis; *Evaluation Methods; *Portfolio Assessment; Second Language Instruction; Second Language Learning; Second Language Programs; *Student Evaluation; *Testing
IDENTIFIERS- *Alternative Assessment; ERIC Digests

This digest discusses some of the practical implications of using alternative methods of assessing students in foreign or second language classrooms. First, assessment and testing are

IDENTIFIERS- Africa; *Interrogatives

A case study of the acquisition of Hausa as the first language by a child focuses on acquisition of interrogatives. The subject was a male child aged 25-60 months. Data were drawn from observation and elicitation. Three phases of acquisition were distinguished. Strategies adopted by the child appeared to reflect realities and contacts in his daily life. At 25-36 months, one- and two-word speech was acquired and used in question forms with rising intonation, accompanied by gestures and body movements. From 36-48 months, simple patterns of Hausa questions were acquired. From 48-60 months, more complex question structures were learned, and intonation and tag questions were developed. By 60 months, the child was able to formulate and use Hausa questions approximately as adults do. Data tables concerning strategies and question types and frequencies are appended. (MSE)

ED 376 716 FL 022 582

Mamman, Munir
Comments on Skinner's Definition of Noun and Verb of Hausa.
PUB DATE- Mar 94
NOTE- 12p.; Paper presented at the Annual Conference on African Linguistics (25th, Rutgers University, NJ, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- African Languages; Classification; Foreign Countries; *Form Classes (Languages); *Hausa; *Language Patterns; Language Research; Linguistic Theory; *Nouns; Semantics; Syntax; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- Africa; *Markedness

The positional definition of Hausa noun and verb, which uses person and aspect markers "y, s, and t" as criteria, is criticized as an unreliable framework for identification of nouns and verbs. It is proposed that this is so for nouns because a word may appear as a noun without any of the three markers. Verbs are more central than the person markers, indicating that they can not be identified positionally. A more appropriate approach, it is argued, is to consider the semantic role of a word and then define its meaning. For example, a word may be a noun if it plays the semantic role of an agentive, experiencer, benefactive, instrument, or locative, and it may be regarded as a verb if it indicates action, process, or both. (MSE)

ED 376 717 FL 022 583

Curtain, Helena; Pesola, Carol Ann Bjornstad
Languages and Children: Making the Match. Foreign Language Instruction for an Early Start, Grades K-8. Second Edition.
PUB DATE- 94
NOTE- 494p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Class Activities; *Classroom Techniques; Cultural Education; Curriculum Design; Curriculum Development; Educational Objectives; Elementary Secondary Education; *FLES;

volunteer's most common needs, are: (1) Personal Identification; (2) Classroom Orientation; (3) Social Language; (4) Food: Host Family; (5) Housing: Host Family; (6) Money; (7) Employment; (8) Health; (9) Clothing; (10) Shopping for Food; (11) Housing: Finding a Place To Live; (12) Transportation; (13) Food: Restaurant/Host; and (14) Communications: Post Office and Telephone. Each topic unit includes the following information: (1) competencies; (2) situations where the language would probably be used; (3) functions; (4) English language samples for each competency; and (5) suggested activities for each competency. The activities that can be used for a variety of competencies are described in the three separate activities sections. All activities are divided into three stages: Presentation, Practice, and Use. Among principles guiding the design of the curriculum are the following: (1) the overall goal is successful communication; (2) language practice should be situationally based; (3) social context affects language in important ways; (4) language learning should be spiralled (i.e., reviewed and reinforced in different contexts); (5) instruction should be tailored to individual needs as much as possible; (6) not everything has to be fixed--the curriculum aims at maximum flexibility; and (7) competency-based language instruction allows for a variety of methods, materials, techniques, and activities which should conform to the individual learning styles of adults. (LR)

ED 376 736 FL 022 636

Diaz, Ricardo; And Others
Working Papers in Educational Linguistics. Volume 10, Number 2.
PUB DATE- 94
NOTE- 35p.; For individual papers, see FL 022 637-639.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Communication; Discourse Analysis; English (Second Language); *Error Correction; Graduate Students; Higher Education; *Intercultural Communication; *Interpersonal Communication; Japanese; Language Research; Linguistics; Research Methodology; Second Language Instruction; Second Language Learning; *Speech Acts; Tutoring; *Writing Instruction
IDENTIFIERS- *University of Pennsylvania

Three papers written by graduate students on educational linguistics are included. These papers represent works in progress by students and professors on topics ranging from speech act analysis and classroom discourse to language planning and second language acquisition. The papers are generally based on research carried out for courses offered in the Language in Education Division of the Graduate School of Education at the University of Pennsylvania. The papers are intended to be a forum for the exchange of ideas among scholars in the field of educational linguistics at the University of Pennsylvania and at universities with similar programs in educational and applied linguistics around the world. Papers in this volume include the following: "From Interpersonal to Classroom Discourse: Developing Research Methods" (Elite Olshtain); "Error Treatment in a Japanese Language Classroom" (Aiko Inoue and Mitsuo Kubota); "Cross-cultural Communication in the Writing Center and in the Tutoring Session: A Process of Sensitization" (Michell Y. Szpara). Contains 14 references. (CK)

ED 376 737 FL 022 637

*Occupational Home Economics; Postsecondary Education; Science Instruction; Secondary Education; Social Studies; State Curriculum Guides; Units of Study

This supplement to a food science and nutrition curriculum guide was developed for use in integrating academic principles with vocational home economics education in Texas. It contains learning and evaluation experiences specifically designed to integrate mathematics, science, language arts, and social studies principles within the food science and nutrition course of study. The conceptual outline as shown in the left-hand column of the guide (with corresponding learning and evaluation experiences in the right-hand column) related to the subelement of each unit. In the right-hand column, "Key Question" identifies key points for content discussion and review; and "Critical Question" highlights methods of developing critical thinking skills. Ten teaching aids keyed to the learning and evaluation experiences are located at the end of the guide. (YLB) career maps. In the first section, a tech prep career map is defined as a counseling resource that presents a recommended sequence of specific courses and experiences designed to enable high school students to develop written career plans that will increase their competency levels and prepare them to make successful transitions to postsecondary education or work. The required and optional components of career maps are listed. Outlined in the next two sections are the responsibilities of tech prep consortia/councils and high schools with regard to development, dissemination, and use of tech prep career maps. The terms "occupational cluster" and "subcluster" are defined, and their relevance to the process of determining/organizing secondary-level course work is explained. Guidelines to using tech prep career maps to create meaningful learning experiences are presented. Appended are the following: diagram illustrating the relationship among clusters, subclusters, and instructional programs; sample clusters, subclusters, and instructional programs; and sample tech prep career maps. (MN)

Washington, DC. National Workplace Literacy Program.
PUB DATE- Sep 94
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Apprenticeships; *Building Trades; Cooperative Programs; Delivery Systems; Job Placement; *Masonry; On the Job Training; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Evaluation; Program Improvement; *Regional Programs

A third-party evaluation was conducted of the International Masonry Institute's Regional Training System. Data were collected from the following sources: the enrollment database; surveys of 244 participants (68 prejob apprentices, 8 early leavers, 48 completers, 35 journeyworkers, 23 business agents, 23 craft instructors, 20 cross-craft, and 19 signatory contractors); personal interviews with 81 contractors, trainees, and on-the job graduates; site observations at 3 training centers; and program records. Some of the findings were as follows: (1) 1,228 trainees participated; (2) women accounted for only 3.3% of trainees, nearly 3 of 4 were white, and of nonwhites, over 50% were black; (3) 2 out of 3 enrollees completed the program, Hispanics' noncompletion rate was 17% lower than whites', blacks' noncompletion rate was 22% higher than whites'; (4) considerable disparity existed in program offerings across regions; (5) funds for prejob training exceeded those for other training by as much as 6 to 1; and (6) the existing program was serving trainees from multiple states, as intended. The regional training delivery system was shown to be effective. However, job placement was less than anticipated, transition to the job posed difficulties, and some apprentices complained that the training did not reflect job conditions. A more standardized curriculum was recommended, and attention to equality in minority and gender representation was needed. (Detailed survey results by group are appended.) (KC)

Bureau of Adult Basic and Literacy Education.
PUB DATE- Jul 94
NOTE- 94p.; Light type on page 74.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; Adult Programs; Basic Skills; Demonstration Programs; *Dropout Programs; Education Work Relationship; High School Equivalency Programs; *Individualized Education Programs; Individualized Instruction; *Literacy Education; *Partnerships in Education; Portfolio Assessment; Program Development; Program Effectiveness; *School Business Relationship; *Special Needs Students; Student Attitudes; Tutorial Programs; Volunteers
IDENTIFIERS- 353 Project; Job Shadowing; *Workplace Literacy

A special demonstration project was conducted to provide individualized basic/workplace skills instruction to 36 high school dropouts with special needs or learning problems and thereby enable them to earn a high school diploma. Because of time constraints, services were provided to only eight students. Individual Learning Plans (ILPs) were developed for students based on their functioning level, special needs, and credits missing to satisfy graduation requirements. Students attended class one evening each week, met with volunteer tutors, took field trips, and participated in job shadowing. Students' progress was documented in portfolios that were submitted to the school district for final approval, and high school diplomas were issued to program completers. The school district and community were very supportive in providing speakers and job shadowing sites, and five of six students evaluating the program were pleased with it. Four students completed the program successfully, and two were given additional time to complete their ILPs. (Appendixes constituting approximately 80% of this document contain the following: recruitment letters/press releases; assessment packet; sample individual learning plan worksheets; class schedule; lists of speakers, job shadowing businesses, and field trips; statistical and monthly tutor reports; student evaluations; 41-item list of books used.) (MN)

that it is difficult to select award winners, but that the Success Stories awards is the highlight of the Midwinter Conference for many who attend. (The 10 stories are included in this report.) (KC)

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Administrator Attitudes; *Adult Basic Education; Community Colleges; Discussion Groups; *Educational Assessment; *English (Second Language); *Evaluation Methods; *Evaluation Needs; Evaluation Research; Participation; *Program Evaluation; Questionnaires; State Surveys; Student Attitudes; Teacher Attitudes; Volunteers
IDENTIFIERS- *Washington

Teachers, administrators, volunteers, and students involved in Adult Basic Education/English-as-a-Second-Language (ABE/ESL) programs in Washington were interviewed regarding their perceptions of assessment and their assessment needs. The primary objective of the study was to gather information that could be used in developing an assessment model for ABE/ESL programs in the state. Eight administrators of various ABE/ESL programs were interviewed by telephone; a series of focus group discussions were held with 21 teachers and administrators and with 35 students from 2 community colleges (1 rural and 1 urban); and surveys were mailed to 40 ABE/ESL programs. Survey responses were received from 35 program administrators, 58 ABE teachers, 33 ESL teachers, 20 volunteers, 40 ABE students, and 25 ESL students. Data on current assessment practices (including intake and placement, classroom assessment, and end-of-term assessment), major assessment-related concerns and issues, ways of making assessment more useful, classroom assessment, utilization of assessment results, attitudes regarding the usefulness of assessment, and the role of assessment in program accountability and improvement were tabulated and discussed in detail by respondent category. (The interview guides and surveys for the various groups of respondents are appended.) (MN)

PUB DATE- 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Environment; College Students; *Enrichment Activities; *Extracurricular Activities; Higher Education; *School Activities; *Student Interests; Student Needs; *Student Personnel Services; Student Personnel Workers; *Student Surveys; Surveys
IDENTIFIERS- Baylor University TX; *Student Activities Questionnaire

This interest inventory was created to help student affairs professionals increase and enhance student involvement at Baylor University (Texas). Administrators, wishing to improve student programming and development, should find the questionnaire useful. Surveyors followed five steps to develop the instrument: (1) review of similar instruments used at other universities; (2) development of question categories and initial draft; (3) consultation with a panel of experts (faculty, student affairs administrators, student leaders) to review questions for clarity and validity; (4) pilot administration of the instrument to a small group of student to further address the survey's format, clarity, and other areas related to item reliability; and (5) implementation of feedback from the experts and pilot study participants regarding the instrument. The questionnaire may be administered directly to students (for example, selected student organizations) or by direct-mail. Those surveyed may use standard 5-response/100-question Scantron forms as response sheets for the close-ended questions. Although some of the response options here apply directly to one university, they could be altered easily for use at other institutions. (RJM)

while high school counselors use computers for career awareness and gathering information on post-high school degree programs. Counselors at all grade levels used computers for word processing. Other uses of the computer included documenting counseling sessions and maintaining various records, such as grades and daily attendance. Although most counselors expressed optimism concerning computer utilization, many expressed concern about the need for more in-service training. Participant remarks suggest that counselors will continue to broaden their computer use as time and resources allow. Appendices contain a survey sample, software information, and statistical summaries. Contains five references. (RJM)

ED 376 419 CG 025 839

Justice, Judith Spieth; Utesch, William E.
Counseling Twins and Their Families: Special Considerations for Assessment and Intervention.
PUB DATE- 94
NOTE- 17p.; Some pages contain light, broken type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Counseling; *Individual Development; Individualism; Individual Psychology; *Intervention; Personal Autonomy; Psychotherapy; Self Actualization; Sibling Relationship; *Twins

"Twins have often served science but science has rarely served twins" (Novotny, 1988). Twinship presents specific challenges unique to twins in the realms of physical, emotional, social, interpersonal, and academic trials; twins many times suffer in self-esteem, separation-individuation, and object relations. This paper reviews literature which describes twins, their families, and what has been accomplished in the counseling of twins. The key to healthy twinship lies in self-identity and individuality. Clearly, counselors and therapists may help twins and their families by creating awareness of these attributes found in twinships. The therapist's guide, "Assessment Checklist for Twins and Families of Twins," may serve as a resource in assessment and intervention with twins and their families. The checklist helps to identify characteristics which address twinship. Once therapists identify problem areas, effective interventions may be employed. The Assessment Checklist appears in this report along with a list of resources for twins and their families. Contains 24 references. (RJM)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Elementary Education; *Learning Strategies; *Literacy; Preservice Teacher Education; Prior Learning; Reading Processes; *Teaching Methods; Writing Processes; Young Children
IDENTIFIERS- Emergent Literacy; Knowledge Bases

Designed to include a broad base of information about how children acquire and develop literacy, this book discusses the knowledge that is necessary to be an influential teacher of reading and writing. Each chapter in the book begins and ends with a "Double Entry Journal" (DEJ)--an interactive strategy designed to stimulate thinking and to draw upon previous experience and knowledge base. The before-reading DEJ provides a focus on the chapter topic and activates prior knowledge, while the after-reading DEJ builds on that knowledge but combines it with the new ideas and strategies introduced in the chapter. Each chapter ends with a concise summary of the material in the chapter. Chapters in the book are: (1) Becoming an Influential Reading and Writing Teacher; (2) Coming to Know the Reading and Writing Processes: Understanding Meaning Making; (3) Understanding the Beginning Steps: Early Reading and Writing Development; (4) Developing Reading Comprehension: Using Instructional Strategies to Develop Higher Level Thinking; (5) Building Vocabulary and Comprehension Connections; (6) Using Literature and Reader Response to Enhance Attitudes and Comprehension; (7) Guiding Children's Writing; (8) Using Word Analysis Strategies to Develop Reader Independence: Transforming Print to Meaning; (9) Developing Children's Literacy Abilities in Content Areas; (10) Understanding Language, Cultural, and Achievement Diversity in the Classroom; (11) Evaluating Children's Progress in Reading and Writing; (12) Examining Instructional Approaches: Basal Reader, Literature-Based, Whole Language, and Supplementary Programs; (13) Organizing and Managing Classrooms for Literacy Learning; and (14) Continuing Professional Change and Growth: Reaching the Influential Goal. (NKA)

of well-prepared workplace educators with practical experience. (RS)

ED 376 460 CS 214 554

Hindman, Jane E.; Robinson, Michael A.
Un-rapping the Invisible Man: Black and White Styles in Conflict. A Panel Presentation (including The Conventions of Distance the Effects of Schooling on Style by Michael A. Robinson).
PUB DATE- Mar 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Dialects; *Black Students; *Cultural Differences; *Freshman Composition; Higher Education; *Language Styles; *Rhetorical Theory; Undergraduate Students
IDENTIFIERS- *African Americans; Collaborative Writing; Educational Issues; University of Arizona

A video tape of a freshman composition student at the University of Arizona shows the difficulty she has faced in writing classes because of her black dialect. Her instructor points out that the student, after some of the readdings in class, recognizes that she has learned code switching on her own to survive in the educational system; this learning to switch codes might have been facilitated by the educational system. Similarly, another instructor in English, on viewing the same video tape, reminisces on his own frustrations as a minority student, yet he notes that issues of style are more complicated than they appear, perhaps more complicated than the taped writing student realizes. Style is not merely the form of the content; rather it is the point of mediation between form and content. When writers study style, they search for principles to unify their acts and interpretations. They study the way ideologies come to life in specific language situations. Style lives at the point where writers translate ideology into, as Kenneth Burke would say, symbolic acts. The two composition instructors together have developed a curriculum that they hope will highlight the culturally bound, conventional aspects of style. Writing curriculums might also be developed that would study various and contrasting discourse communities and communicative context. Kochman's "Black and White Styles in Conflict" could be used to focus on race as a window for studying language. (Includes the course description.) (TB)

A summative evaluation assessed the progress made by three elementary magnet schools during three years of implementing a communications and writing magnet theme in the Kansas City, Missouri, school district. The program of communications and writing at the elementary level (serving approximately 250 students each year) was designed to provide students the opportunity to express themselves through reading, writing, speaking, and listening. Data included classroom observations, school visits, perceptual questions administered to teachers, students, and parents, interviews with school principals and administrators, and achievement data. Results indicated that: (1) while the majority of parents were satisfied with the program, many parents expressed contradictory feelings about the relative significance of the theme content in their choice of school; (2) student perceptions of the theme were inconsistent and somewhat contradictory; (3) teachers expressed support of and commitment to the theme, but expressed dissatisfaction with staff development programs, student attendance, and communication with parents; and (4) a cohort of communications and writing elementary students outperformed the district on standardized tests. Recommendations are to make efforts to improve student behavior and interpersonal relations, improve the attraction of the elementary communications and writing theme, and improve staff development programs. (Contains 10 references, and 13 tables and four figures of data. Appendixes presenting nine tables of data and the evaluation report feedback form are attached. (RS)

the examples of items they said they learned from the media. Study eight analyzed a random sample of 50 essays from a total of 2000 on the topic of "Using the media to improve your English," written by first-year students at a tertiary institution. Study nine examined the main reason offered by subjects as to why they did not make much use of the media--the difficulty of understanding native English speakers. Findings suggest that the resources provided by the Hong Kong media in English are being seriously underutilized and could be exploited far more profitably in terms of student learning. (Contains 2 tables of data and 10 references.) (RS)

ED 376 499   CS 214 628

Sedlak, Valerie F.
Writing for Television: Academic Potential Realized: From Course to Program to Major.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the College English Association (25th, Orlando, FL, April 7-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Creative Writing; *Curriculum Development; Higher Education; *Professional Training; Program Implementation; *Television Curriculum; Writing Instruction
IDENTIFIERS- Morgan State University MD; *Television Writing; Warner Brothers

The new Writing for Television Program at Morgan State University (suggested by Warner Brothers at a summer seminar) has added new courses each semester: (1) basic 200-level courses in the "Fundamentals of Writing for Television" and "Introductory Script Writing"; (2) more specialized 300-level courses in "Episodic Comedy" and the "One Hour Drama"; and (3) 400-level courses in "Advanced Scriptwriting" and an "Internship in Writing for Television." Essentially each course acts as a logical step in learning the craft of scriptwriting. The first fundamentals course emphasizes the development of dramatic structure, character, dialogue, and script format, thus preparing the beginning writer for more advanced individual and collaborative work. The beginners spend a good bit of time analyzing stories, plays, films, and teleplays to identify the classic dramatic elements from the standpoint of the writer. The fun begins when they rewrite key scenes from television shows. Moving like the wind, the second course concentrates on writing the logline (one sentence summary of the show), orally pitching the story, working out the show's basic structure, outlining the dramatic story, and actually writing the script. Courses at the 300-level concentrate on comic theory, evaluation (of sitcoms and other television shows), and writing. The 400-level course studies film scripts, adaptations of literary works, docudramas, and television movies. (TB) debater was clearly within the "safe zone" of delivery standards. It is notable that in both of the debates studied, the affirmative speakers--those who talked the fastest and read the greatest quantity of incompletely documented evidence--won their round. (Contains 16 references.) (SR)

ED 376 519   CS 508 721

Haley, Eric; Jackson, DeForrest
Responding to the Crisis of Accountability: A Review of Program Assessment Methods.
PUB DATE- Aug 94
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; *Advertising; *Evaluation Methods; Higher Education; Program Descriptions; *Program Evaluation
IDENTIFIERS- Advertising Education; *University of Tennessee Knoxville

The advertising program at the University of Tennessee, Knoxville (UTK) has at least 12 measures of program assessment, which serve as a basis for discussion rather than as a prescription for an effective assessment program. The program assessment methods are accrediting, internal program review, teaching evaluations, a university survey of faculty, university and departmental comprehensive tests, a university survey of seniors, university senior essays, a university survey of alumni, a departmental survey of graduates, a university survey of employers, and the advertising campaigns course. The type of information, the usefulness of the information for the program, and the cost differ for each method. How much assessment is enough is a program-specific question. The answer for the UTK advertising department is "all of the above." The pressures that bring about the demand for program assessment (budget crises, external demand from the public and government for accountability, etc.) are not going to go away soon. Perhaps with dialog about assessment methods, mass communication programs will be in a better position to document their own performance and meet the demands for accountability from students, administrators, tax payers, and government. (Contains nine references. The report of the department's 1992 survey of advertising graduates and a course evaluation form are attached.) (RS)

As student diversity grows, it is important to make the basic speech communication course relevant for the students enrolled. Textbooks for the basic speech communication course provide the basic information on the subject; the responsibility for teaching the basic course in speech communication is often assigned to graduate teaching assistants. Does the training for the graduate teaching assistants allow flexibility for the increasingly diverse classroom audiences? With courses that are considered general education, structured and rigid programs are often the result. Graduate teacher autonomy is then limited by the program because of student audience size and minimal training opportunity. Do graduate teaching assistants, who are responsible for instructing students in the basic speech communication classes, have problems with meeting the needs of their students because of their lack of autonomy in the classroom? A study was undertaken at a large midwestern speech communication program to identify graduate teaching assistants' perceptions and expectations about their teaching roles and their student audiences. Oral and written interviews were conducted with 10 graduate assistants to determine their feelings and concerns about these matters. The results indicated that perhaps it is time to investigate possible changes for teaching the basic speech communication course and to focus on targeting the increasingly diverse student audience. (Survey results are included.) (Author/TB)

Washington public schools during December 1992 through February 1993. Participation was voluntary. The analysis demonstrates associations among student behaviors; however, it does not show causality. The findings do indicate that relationships exist among student use of alcohol and other drugs, violence-related behaviors, sexual behaviors, and suicidal ideation and attempt. Students who said that they had been physically and sexually abused were more likely to report having thoughts about committing suicide than those who had not been abused. The analysis also identified differences between males and females and between students living in rural and nonrural areas. Thirty tables and 31 figures are included. Appendices contain a summary report and information on the development of special scales. Contains 23 references. (LMI)

ED 376 556 EA 026 229

Ertle, Vicki, Ed.
Sharing Your Success IV. Summaries of Successful Programs and Strategies Supporting Drug-Free Schools and Communities. Volume IV.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 163p.; For volumes I-III, see ED 337 858, ED 349 700, and ED 366 853, respectively.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Drug Use; *Educational Cooperation; Elementary Secondary Education; Family Programs; Family School Relationship; High Risk Students; Human Resources; *Intervention; Peer Influence; *Prevention; Program Descriptions; Program Guides; *Youth Programs
IDENTIFIERS- *Drug Free Schools

This publication contains descriptions of prevention and intervention efforts in nine states and Pacific territories. The programs are described in the following sections, each with an introduction: (1) peer programs/youth programs; (2) student assistance programs; (3) community partnerships; (4) parent programs/family support; (5) U.S. Department of Education 1993-94 Drug-Free School Recognition Programs Winning Schools; (6) institutes of higher education; (7) district, county, and state initiatives; (8) curriculum; and (9) special events and annual practices. Most of the programs are school-based; however, those that are not have demonstrated linkages with local and state education and government agencies. The many community efforts described typify the collaborative nature of all comprehensive prevention programs. Research has shown that to enhance resiliency in youth, prevention strategies should include connections with caring adults who provide support, hope, high expectations that all children can succeed, and opportunities for positive involvement in structured activities. (LMI)

Organization and Leadership; Management and Administration of Schools; and School, Teacher, and Student Development. Comments from student portfolios indicate that students valued the cooperative and supportive cohorts, the relevance of the courses to real-life situations, and stimulating discussion and debate. (LMI)

ED 376 576 EA 026 274

Preventing and Coping with School Violence. A Resource Manual for Washington School Employees.
PUB DATE- Apr 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Community Involvement; Conflict Resolution; Crime; *Discipline Policy; Elementary Secondary Education; *Prevention; School Personnel; *School Safety; School Security; *State Legislation; Statewide Planning; *Violence
IDENTIFIERS- *Washington

This handbook was designed to serve as a resource guide for Washington State school employees. It provides a beginning framework for addressing violence in schools, districts, and communities. It outlines Washington State laws regarding school violence, suggests curriculum resources for preventing violent acts and dealing constructively with conflict, and recommends ways to involve the community. The focus is on a collaborative, preventive approach. Section 1 presents instructional techniques to handle school violence. This has acquired greater importance since the abolishment of corporal punishment in Washington. Section 2 offers tips for training school employees to deal with violence. The third section includes suggestions for organizing the community for safer schools. General rules regarding student discipline are described in section 4. Using the law to oppose school violence is discussed in the fifth section. The last two sections offer advice for using the collective bargaining and grievance process and for building interagency cooperation. Worksheets and a sample news release are included. (LMI) school organization. Moreover, initiatives for improvement have arisen from new sources--teachers, parents, government officials, and members of the business community. (LMI)

ED 376 597   EA 026 306

Kincheloe, Joe L., Ed.; Steinberg, Shirley R., Ed.
Thirteen Questions: Reframing Education's Conversation.
PUB DATE- 92
NOTE- 301p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Theory; Democracy; Educational Change; Elementary Secondary Education; Females; *Politics of Education; Power Structure; *School Restructuring; *Social Theories; Socioeconomic Influences; State Church Separation; Teacher Education
IDENTIFIERS- *Postmodernism

This book provides alternative answers to those questions about the American educational system that have been answered until now by an outmoded, conservative educational agenda. Following the introduction that describes the rationale for a postmodern deconstruction of educational narratives, 13 chapters present essays on the following questions: (1) What are the basics and are we teaching them? (2) Who decides the form schools have taken and who should decide? (3) Is it true that teachers are not as good as they used to be? (4) Do students misbehave more than they used to? (5) What good is teaching and how do we teach people to be good teachers? (6) Should the fact that we live in a democratic society make a difference in what our schools are like? (7) In what ways does gender affect the educational process? (8) In what ways does race affect the educational process? (9) In what ways does class affect the educational process? (10) What role should religion play in the public schools? (11) What have been the effects of the attempts to improve education over the last decade? (12) What's missing in the public conversation about education? and (13) What are schools for and what should we be doing in the name of education? References accompany each chapter. (LMI) sponsoring significant school change requires time and resources; investment strategies can promote longer program survival; and (5) funders can influence a program throughout the course of the grant. One figure and 6 tables are included. The appendix describes each of the 11 College Bound programs. (LMI)

ED 376 618 EA 026 344

Professional Development: Changing Times.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Flexible Scheduling; *Professional Development; *School Schedules; State Action; Statewide Planning; Time Factors (Learning); *Time Management

One critical means of reaching the goal to improve student learning is to restructure school time for professional development. This publication examines issues in promoting professional development for all staff during regular school time. The overview describes alternative strategies for effectively finding and using time to support professional-development needs and discusses the accompanying policy implications. Subsequent sections include profiles of a variety of local school district programs, a national professional development viewpoint, guest commentaries by both a student and a teacher involved in local programs, and lists of references and resources. A section on regional actions and agendas describes the responses from state education agencies and representatives of the North Central Regional Educational Laboratory (NCREL) to questions about where the time will come from and who will provide technical assistance and training. The actions of the following states are described--Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. (LMI)

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 94
NOTE- 43p.; A product of the National Early Childhood Technical Assistance System.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Labor Market; Nurses; Occupational Therapy; Paraprofessional Personnel; *Personnel Needs; Physical Therapy; Speech Therapy; Teachers; *Teacher Shortage; Therapists; Young Children

This paper synthesizes information about shortages among the professions working with young children with disabilities, birth through age 5, and their families. The paper begins with a look at national data on personnel working in early intervention and preschool special education. Distinctions between the work force in early intervention (Part H of the Individuals with Disabilities Education Act) and preschool special education (Part B of the IDEA) are clarified. The paper reports that teachers and paraprofessionals make up the largest portion of the more than 30,000 individuals working in early intervention; teachers and speech-language pathologists working with preschoolers total more than 17,000 (with no data on related services personnel). The paper examines shortages in key professions and what the future is likely to hold for them, focusing on physical and occupational therapists, speech-language pathologists, nurses, and teachers. Other issues related to personnel planning are discussed, including personnel quality, the impact of contracted services, and program adaptation to personnel shortages. The paper then explores various approaches and some of the challenges to quantifying shortages. The paper closes with a discussion of possible responses to the problem, such as decreasing attrition, staffing differently, and revising professional standards to increase supply. (Contains 36 references.) (JDD)

*Deafness; *Interpreters; *Job Training; Majors (Students;
*Paraprofessional Personnel; Postsecondary Education; School
Community Relationship; Training Methods; Training Objectives;
Two Year Colleges
IDENTIFIERS- *Mott Community College MI

This report describes in detail the deaf interpreter training program offered at Mott Community College (Flint, Michigan). The program features field-based learning experiences, internships, team teaching, a field practicum, the goal of having students meet certification standards, and proficiency examinations. The program has special relationships with a variety of agencies, organizations, and schools involved with deafness. Individual sections of the report address: program description; population served; curriculum (including course descriptions, course scheduling, instructional methodology, accreditation, and employment outlook); personnel (including faculty/staff activities and development); program data (enrollment trends, grade distribution, student completion rates, licensure/standardized test performance, follow-up evaluations, and admissions/placement); facilities and equipment; financial resources; program strengths and effectiveness; areas of projected change/improvement; and process evaluation. Appendices comprise the bulk of the report and include: student, instructor, and program statistics; curricular guides and course outlines; course schedules; multi-year schedule; survey results; and memos. (DB)

Photographs may not reproduce.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reference Materials - Bibliographies (131)
DESCRIPTORS- Curriculum Development; *Disabilities; *Education Work Relationship; Family Involvement; Family Programs; High Schools; Job Placement; Postsecondary Education; Program Development; Program Implementation; Services; *State Programs; Supported Employment; *Transitional Programs; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Alabama

This proceedings document provides the texts of 13 presentations given at a 2-day conference in 1991 which focused on policies, materials, programs, and activities being implemented in Alabama to foster the successful transition of youth with disabilities to adult life. Two papers address the national scene: "Transition: Old Wine in New Bottles" (Andrew S. Halpern) and "Transition: Here We Go Again" (Donn Brolin). Programs in Alabama are discussed in the remaining 11 papers: (1) "An Overview of Alabama's Response to the Transition Problem" (Philip Browning et al.); (2) "Transition in Alabama: A Plan for Further Action!" (Philip Browning et al.); (3) "Alabama's Movement toward a Functional Curriculum" (Mabrey Whetstone); (4) "A Work Instruction/Work Experience Program in Dothan" (David Sprayberry et al.); (5) "A Supported Vocational Training Program in Birmingham" (Pamella Hicks Parker); (6) "A Vocational Education Program in Jefferson County" (Beverly Lavender); (7) "State, Local, and Individual Planning for Programs and Services" (Nancy Elliott and Elizabeth Houser); (8) "Self-Directed Abilities and Opportunities for Students in Transition" (Philip Browning); (9) "Resources in Alabama for Job Placement" (Connie Brechin); (10) "Serving Needs and Involving Families in Transition" (William English and Stephen Dunaway); and (11) "Family Perceptions of Transition" (William English). An annotated bibliography contains over 60 transition-related resources. A list of conference participants completes the proceedings. (DB)

contrasted, and assessment is defined as an ongoing strategy through which student learning is not only monitored, but by which students are involved in making decisions about the degree to which their performance matches their ability. In the next three sections, alternative assessment, authentic assessment, and portfolio assessment are described, and suggestions are offered for why these methods are beneficial. A final section looks at what the implications are for incorporating alternative assessment in second and foreign language programs. Contains 16 references. (VWL)

ED 376 696   FL 022 519

Bancroft, W. Jane
Suggestopedia and Memory Training in the Foreign Language Classroom.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Educational History; Educational Strategies; Foreign Countries; *Memorization; *Relaxation Training; Second Language Instruction; Second Language Learning; *Suggestopedia
IDENTIFIERS- *Bulgaria; *Yoga

Based on observations made in Bulgaria in the 1970s, it is proposed that the original version of Suggestopedia for second language training, used in Bulgaria and other Eastern European countries in the late 1960s and early 1970s, differs significantly from the techniques developed later, in particular in concentration on and memorization of correct language forms. In the original method, the 4-hour class had three parts: review of the previous days' material, including singing and physical activities; presentation of a new lesson; and unconscious reinforcement/memorization of new material using relaxation largely based on yoga, with a specific sequence of music. While memory training elements of the original Suggestopedia include conventional ones, some from Soviet "hypnopedia" and/or linguistics, some invented (language dialogues), some from the original six principles of Suggestology, and some related to research on brain hemisphere functions and other communication-based approaches, it is felt the most effective are those relating to yoga: inner/outer concentration; the three intonations of the active session; the pose during the musical segment; deep, rhythmic breathing; visualization; slow-moving musical beat; the "ideal" 20-minute session; coordination of breathing with concentration and music rhythm; mind/body harmony; and a state of relaxed alertness. (MSE)

French; German; Immersion Programs; Information Sources; Instructional Materials; *Introductory Courses; Lesson Plans; Middle Schools; Program Administration; Program Design; Program Evaluation; Second Language Programs; *Second Languages; Spanish; Student Evaluation; Teaching Methods; *Theory Practice Relationship

This book is designed as both a methods text and practical guide for school districts and teachers involved in foreign language instruction at the elementary and middle school levels (grades K-8). Its primary concern is with majority-language speakers and with beginning-level classes. Brief introductory sections outline key concepts for success. The first major section examines the rationale, history, and models of early foreign language programs, with emphasis on selection of an appropriate program model. The second section focuses on theoretical foundations for early second language instruction, including what has been learned from experience with immersion programs and the role of culture in the language classroom. The next section considers issues in curriculum planning, student and program assessment, and teacher preparation. The final section concentrates on administrative concerns such as budgets and staffing, accumulating classroom materials and resources, and selecting and creating classroom activities. Appended materials include sample lesson plans, a list of sources of professional information and support, sources for classroom materials and supplies, sample objectives for content areas and culture, a core library list for the language teacher, key phrases in English, French, German, and Spanish, and notes on foreign languages in the middle school. (MSE)

Olshtain, Elite

From Interpersonal to Classroom Discourse: Developing Research Methods.

PUB DATE- 94

NOTE- 8p.; For the complete volume in which this paper appears, see FL 022 636. Paper presented at the Nessa Wolfson Memorial Colloquium (Philadelphia, PA, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Communication; College Students; *Communicative Competence (Languages); *Discourse Analysis; Ethnography; Higher Education; Intercultural Communication; Interpersonal Communication; *Language Research; Models; Second Language Learning; *Speech Acts

IDENTIFIERS- *University of Pennsylvania

This paper discusses miscommunication in speech acts, speech act research, and applications in the classroom. A new model of speech acts proposed by Celce-Murcia, Dornyei, and Thurrell is discussed. The distinguishing feature of this model is that the pivotal center is discourse competence. Discourse competence interacts with the three subfields of sociolinguistic competence, linguistic competence, and actional competence. The three facts influencing success in interpersonal communication are covered. These are mutual shared knowledge, specific situational factors and personal perceptions. An overview is taken to see what research can accomplish for the teacher. A cycle of data collection to be followed by all speech researchers include ethnographic data collection, role playing, the Discourse Completion Test, the Acceptability Test and self reporting. The student should become aware of social factors, pragmatic factors and specific features of speech-act interaction. Teachers can adjust their expectations regarding interlanguage features of speech-act behavior. (Contains 2 references.) (CK)

ED 376 738 FL 022 638

Inoue, Aiko; Kubota, Mitsuo
Error Treatment in a Japanese Language Classroom.
PUB DATE- 94
NOTE- 13p.; For the complete volume in which this paper appears, see FL 022 636.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Business Administration; *Business Communication; College Students; Communicative Competence (Languages); Cultural Interrelationships; *Error Correction; Foreign Countries; Grammar; Higher Education; *Japanese; Pragmatics; Second Language Instruction; *Second Language Learning; Sociolinguistics; Teaching Methods
IDENTIFIERS- Japan; *University of Pennsylvania

The process of learning a language is a long and arduous one. The spoken word is only a part of communication, and socio-pragmatics is increasingly recognized as a key element in language learning. More and more Americans are becoming aware of the gap between grammatical proficiency and cultural fluency as they strive to do business in our global economy. This research project examines the educational practices employed to prepare business students at the University of Pennsylvania to operate effectively in the Japanese business world. (Contains 10 references.) (Author)

ED 376 739 FL 022 639

Szpara, Michelle Y.
Cross-Cultural Communication in the Writing Center and in the Tutoring Session: A Process of Sensitization.
PUB DATE- 94
NOTE- 11p.; For the complete volume in which this paper appears, see FL 022 636.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Journal Articles (080)
DESCRIPTORS- College Students; *English (Second Language); Higher Education; Instructional Materials; *Intercultural Communication; Limited English Speaking; Teaching Methods; *Tutoring; Tutors; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Pennsylvania State University

The percentage of students who speak and write English as a Second Language (ESL) is steadily increasing on all college campuses. Although only 8% of the student body at the Pennsylvania State University are ESL students, 15% of the Penn State Writing Center clientele are ESL students. In the past, the Penn State peer tutor training program has only marginally addressed cross-cultural communication and has offered only general strategies for tutoring limited English proficient students. This research project explores the institutional history of serving ESL students at Penn State, surveys both tutors and ESL students, and develops materials for use in the Penn State Writing Center. The resulting materials include a unit for training new tutors and a series of staff development exercises for use with current tutors. In order to disseminate this information to a wider audience, a presentation of the research findings was given at the Ninth Annual National Conference on Peer Tutoring in Writing on October 23, 1992, at the Indiana University of Pennsylvania, and an essay has been

ED 376 757 HE 027 894

Portnoy, Frances L.; Tanner, Fredericka
Preparing Nurses To Care for the Elderly: Clinical Placements in Nursing Homes.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 88
NOTE- 65p.; Contains filled print throughout.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Clinical Experience; Clinical Teaching (Health Professions); Cooperative Programs; Curriculum Design; Graduate Study; Higher Education; Institutional Cooperation; *Nursing Education; *Nursing Homes; *Older Adults; Partnerships in Education; Program Design; Student Placement; Undergraduate Study
IDENTIFIERS- University of Massachusetts Amherst; University of Massachusetts Boston

This paper offers documents from and descriptions of a collaborative project in clinical placements of student nurses in nursing homes as part of a nursing education program. The original project participants were the College of Nursing at the University of Massachusetts/Boston (UMass/Boston); the division of Nursing at the University of Massachusetts/Amherst, and the Massachusetts Long Term Care Foundation, an education and research arm of the Massachusetts Federation of Nursing Homes. Individual sections address: (1) the need for nurses in institutions providing long term care, long term care facility in Massachusetts, and a comparison of acute care and long term care facilities; (2) university linkages with nursing homes (choosing a placement site, facility objectives); (3) gerontological nursing/long term care in the undergraduate nursing curriculum (curriculum overview of UMass/Boston College of Nursing Baccalaureate Curriculum); (4) clinical placements (placement and description of two projects for clinical students); (5) gerontological nursing/long term care in the graduate nursing curriculum (curriculum overview, course outlines); (6) graduate clinical placements; (7) resolving problems; and (8) impacts of clinical placement on students at various levels and four recommended curriculum guides. (JB)

ED 376 758 HE 027 895

Educational Plant Survey. University of Florida, J. Hillis Miller Health Sciences Center.
PUB DATE- May 94
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations Education; Capital Outlay (for Fixed Assets); *College Buildings; College Programs; *Educational Facilities; Educational Finance; Enrollment; *Facility Inventory; Higher Education; Long Range Planning; Medical Education; Medical Schools; *State Universities; Surveys
IDENTIFIERS- *University of Florida

This report presents the results of a survey of the educational plant facilities of the J. Hillis Miller Health Sciences Center

ED 376 776 HE 027 914

Weil, Susan, Ed.
Introducing Change From the Top in Universities and Colleges. 10 Personal Accounts. Managing Innovation and Change in Universities and Colleges.
PUB DATE- 94
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Change; *Change Strategies; College Administration; Colleges; Educational Change; Foreign Countries; *Higher Education; Leaders; *Leadership; Leadership Qualities; Leadership Responsibility; Leadership Styles; *Organizational Change; Partnerships in Education; Personal Narratives; Teacher Administrator Relationship; Universities; Urban Universities
IDENTIFIERS- *United Kingdom

Ten personal accounts by successful leaders of colleges and universities in the United Kingdom describe how these individuals are reshaping their roles to respond to and shape the rapid and profound changes in higher education today. The opening and closing papers are by the editor and review current changes in education, and the importance of narrative accounts. The chapters are: (1) "Management and Change in Colleges and Universities: The Need for New Understandings" (Susan Weil); (2) "Piloting Higher Education Change: A View from the Helm" (Chris Price); (3) "Two Tales from a Reluctant Manager" (Adrian Webb); (4) "A Modest Revolution" (Colin Flint); "A Productive Partnership" (Ned Binks and Patricia Roberts); (6) "Managing Change or Changing Managers?" (John Bull); (7) "The Management of Change in a Large Civic University" (Alan Wilson); (8) "Growing Potential: In Students, Staff, the Institution and the Community" (Jenny Shackleton); (9) "Change and Stability: From 'Poly' to 'Varsity'" (Michael Harrison); (10) "Survival is Not Compulsory" (Ruth Gee); (11) "Focusing the University: The Changing Role of the Vice-Chancellor" (Kenneth Edwards); (12) "Bringing about Cultural Change in Colleges and Universities: The Power and Potential of Story" (Susan Weil). An Appendix contains the paper, "Growth and Diversity: A New Ear in Colleges and Universities," by Rhodri Phillips. It discusses the broad context of changes that have and are likely to take place in higher education in the United Kingdom. An index and a glossary of educational terms are also provided. (Most papers contain extensive references.) (JB)

ED 376 777 HE 027 915

Huckenpohler, J. G.
Survey of Graduate Students and Postdoctorates in Science and Engineering: Fall 1992. Technical Notes and Data Summaries.
SPONS. AGENCY- National Inst. of Health (DHHS), Bethesda, MD. Biomedical Research Support Grant Program.
PUB DATE- 94
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical

ED 376 794 IR 016 891

Smarte, Lynn
ERIC Annual Report, 1994. Summarizing the Recent Accomplishments of the Educational Resources Information Center.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 37p.; Covers 1993; for the 1992 report, see ED 359 989.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Annual Reports; Bibliographic Databases; *Clearinghouses; *Computer Networks; Documentation; *Educational Research; *Information Centers; *Information Dissemination; Information Retrieval; *Information Services; International Cooperation; Microfiche; Program Descriptions; User Needs (Information)
IDENTIFIERS- *ERIC; ERIC Clearinghouses; ERIC Document Reproduction Service

The Educational Resources Information Center (ERIC) is a federally funded, nationwide network designed to provide ready access to education information. Managed by the Office of Educational Research and Improvement of the Department of Education, ERIC consists of 16 clearinghouses, each devoted to a particular area of education, a number of adjunct clearinghouses, and additional support components. ERIC is the largest education database in the world, with over 850,000 records. This annual report highlights many recent achievements of the ERIC system. These include dramatically improved access due to the availability and use of new technology, as well as an increased number of full-text resources for teachers through ERIC-sponsored electronic libraries. ERIC has expanded its coverage of the educational literature by adding books. The addition of three new adjunct clearinghouses brings the total number of such adjuncts to eight. ERIC has also enhanced and expanded its document reproduction service. Outreach to parents and the public has been increased, and the system has improved its efforts to make its resources known to the public. Eleven exhibits illustrate some ERIC services and advances. (SLD)

ED 376 795 IR 016 893

Systemic Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 33p.; For the previous issue, see ED 369 389.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Change Strategies; *Educational Change; Educational Cooperation; Educational Policy; Elementary Secondary Education; Federal Programs; *Government Role; State Legislation
IDENTIFIERS- *Educational Restructuring; ERIC; *Goals 2000; Kentucky

"The ERIC Review" is published three times a year and announces research results, publications, and new programs relevant to each issue's theme topic. This issue explores systemic

ED 376 814 IR 016 926

Heller, Norma
Projects for New Technologies in Education: Grades 6-9.
PUB DATE- 94
NOTE- 154p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Networks; *Curriculum Enrichment; Databases; *Educational Technology; *Instructional Design; *Instructional Materials; *Integrated Curriculum; Intermediate Grades; Junior High Schools; Optical Data Disks; *Program Implementation; Telecommunications
IDENTIFIERS- *Ideas

This book offers school librarians, media specialists, classroom teachers, computer coordinators, and others involved with educational technology step-by-step procedures for planning and implementing technologies into both library and curricula. The interdisciplinary projects use print sources, as well as CD-ROMs, online databases, telecommunications, and information networks to enhance learning and classroom integration. Project details are described: (1) "Booktalk to Database: A Student-Created Database of Recommended Books"; (2) "Savvy Stories: Using The Video Encyclopedia of the 20th Century to Write a Docudrama"; (3) "One Hundred Years of Heroism: A Videotaped Report"; (4) "The New Immigrants: Melting Pot or Gorgeous Mosaic?"; (5) "Terrorism: A Fact of Life for the 1990s"; (6) "A Question of Survival: Human Behavior and the Environment"; (7) "Information in Modern Society: Reading, Viewing, and Searching"; (8) "What's in a Name? Investigating the Past"; (9) "Taking a Trip Via a Telecommunication Network." Included for each project are an introduction to the curriculum area and technology implementation, a teaching plan with a materials list, small group guidelines, a timetable, and reproducible student worksheets. (DGM)

ED 376 815 IR 016 928

Stevenson, Alice
Mastery of CD-ROM Encyclopedia Skills by Elementary Students.
PUB DATE- Dec 93
NOTE- 54p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Educational Media; Electronic Text; Elementary School Students; *Encyclopedias; Grade 4; Grade 5; Intermediate Grades; Learning Resources Centers; *Optical Data Disks; School Libraries; *Skill Development; Thinking Skills
IDENTIFIERS- *New Grolier Electronic Encyclopedia

This project examines the degree to which fourth and fifth grade children can master the skills needed to operate a full-text CD-ROM database, the New Grolier Electronic Encyclopedia, following minimal instruction. Fourth and fifth graders in an elementary school receive a group introduction to the CD-ROM encyclopedia during their library orientation period. Two groups of 15 students each are chosen at random from each grade to receive a small hands-on training session with the encyclopedia. Each child then has one session alone with the experimenter to assess mastery of the encyclopedia using a

ED 376 834 IR 055 303

Brekke, Elaine, Comp.
User Surveys in ARL Libraries. SPEC Kit 205.
PUB DATE- Nov 94
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Associations; Library Collections; *Library Planning; *Library Services; *Library Surveys; Questionnaires; *Research Libraries; User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- Association of Research Libraries

This document contains the results of a 1994 survey on the use of user surveys by ARL (Association of Research Libraries) members. Of the responding libraries, 68% had conducted user surveys in the last 5 years. A number of these libraries (20%) reported conducting surveys at regular intervals ranging from every year to every five years. The results of the survey show that those conducting surveys are taking action based on the data collected. Seventy-six percent of the responding libraries changed a service based on survey results, although only eight performed a follow-up to evaluate the service changed. This kit also focuses on planning, designing, conducting and analyzing surveys, and incorporating the results into the decision-making process. Materials submitted by the responding libraries, which make up the major part of the kit, are organized into sections containing survey results, sample surveys, service specific surveys, reporting results, and selected readings. (DGM)

ED 376 835 IR 055 305

Jackson, Mary E., Comp.; Croneis, Karen, Comp.
Uses of Document Delivery Services. SPEC Kit 204.
PUB DATE- Nov 94
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Costs; Higher Education; Interlibrary Loans; Library Material Selection; *Library Policy; Library Services; Library Statistics; Library Surveys; Periodicals; Pilot Projects; *Research Libraries; Resource Allocation; Users (Information); *Use Studies
IDENTIFIERS- *Document Delivery Services

This document summarizes the results of a 1994 survey regarding the use of document suppliers by 90 ARL (Association of Research Libraries) members. A document supplier was defined as "a company or service that supplies documents for a fee." Document suppliers are increasingly used by research libraries as cost-effective solutions to the decreasing buying power of library budgets, multiple serial cancellations, and perceived weaknesses in traditional ILL (interlibrary loan) services. The

ED 376 855 IR 055 334

Scheimann, Albert
ADA Compliance: What Are We Doing?
PUB DATE- Jul 94
NOTE- 36p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Accessibility (for Disabled); *Access to Information; *Assistive Devices (for Disabled); *Compliance (Legal); Library Facilities; Library Funding; Library Planning; *Library Services; *Public Libraries; Surveys; User Needs (Information)
IDENTIFIERS- *Americans with Disabilities Act 1990; Ohio

The purpose of this study is to identify strategies, policies, and practices of Ohio public libraries in complying with the Americans with Disabilities Act of 1990 (ADA). Small to medium public libraries were surveyed to gather information about the ways libraries are providing equal access to materials and services for patrons with disabilities. One hundred and four libraries responded to questions about their planning for compliance; physical access to the building; alternative materials and services such as audiotapes and large print books; attempts to solicit patron input concerning ADA compliance; funding for adaptive equipment; and creative solutions for providing equal access such as delivery and retrieving materials for patrons, installation of bells, additional lighting, and computer terminals with larger screens. The results of the survey indicate that libraries are trying to provide quality services to their public. The strongest areas of compliance are with physical access to the building and provision of materials in alternative formats. Areas of concern include the fact that 40% of libraries have not performed the mandated self-evaluation of ADA compliance, some libraries' perception that they have no disabled people in their communities and their anger at being mandated to comply with the law. The appendix contains the questionnaire and cover letter. (Contains 8 references.) (DGM)

ED 376 856 IR 055 338

Louis, Dorothy M.
Safety and Health Concerns in Academic and Public Libraries.
PUB DATE- Oct 94
NOTE- 38p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Libraries; *Health Conditions; Higher Education; Human Factors Engineering; Labor Conditions; Library Policy; Literature Reviews; *Occupational Safety and Health; Problems; *Public Libraries; *Quality of Working Life; *Work Environment
IDENTIFIERS- Health Risk Appraisal

The library is a relatively safe work place, but no place is completely free from hazards. This paper examines the major health and safety concerns of staff and patrons of academic and public libraries, based on a literature review of approximately 60 articles. According to this literature, general safety hazards are not considered a major problem in libraries, as evidenced by the fact that they are mentioned infrequently, and each hazard is referred to an average of only two times. Fire

ED 376 873 JC 940 641

Focus Report on Plan To Assess Student Outcomes, Mohave Community College.
PUB DATE- 15 Jun 94
NOTE- 66p.; For a related report, see JC 940 640.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; College Outcomes Assessment; Community Colleges; *Educational Assessment; *Outcomes of Education; Student Evaluation; Two Year Colleges
IDENTIFIERS- Mohave Community College AZ

In response to an accreditation requirement, this report describes Mohave Community College's plan for assessing student achievement. Section I, "History of Plan Development," outlines the process used to develop a comprehensive, institutional plan for assessing student outcomes. In section II, "Institutional Effectiveness and Student Outcomes," a description is provided of how the institution evaluates its effectiveness and the role of student outcomes in the evaluation. Section III, "Plan for Assessing Student Outcomes," presents the rationale for the student outcomes used and describes how those indicators are used to measure the institution's success in accomplishing its purposes. A matrix is provided outlining specific outcomes, related standards, and indicators for basic skills, general education, programs for degree-seeking students, occupational programs, occupational continuing education; personal interest courses; and student development. Section IV, "Assessment and Institutional Improvement," explains how student outcomes data are used to promote institutional improvement. In Section V, "Implementation of Assessment Plan," a detailed year-by-year schedule for implementing the assessment of student outcomes is presented. Section VI, "Administration of Assessment," describes how the plan is being administered and supported. Section VII summarizes the report and reviews how the plan and its implementation meet the criteria set forth by the North Central Association. (KP)

ED 376 874 JC 940 642

Soteriou, Nancy Ellen
Peer Institution Profile Report, El Paso Community College.
PUB DATE- 18 Nov 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Budgets; *Community Characteristics; Community Colleges; Comparative Analysis; *Enrollment; *Hispanic Americans; *Institutional Characteristics; National Surveys; *Peer Institutions; School Size; *Teacher Student Ratio; Two Year Colleges
IDENTIFIERS- El Paso Community College TX

In 1994, El Paso Community College (EPCC), in Texas, conducted a study to determine the pool of their possible peer institutions. A sample of 22 community colleges from California, New York, Texas, Florida, and Arizona were selected on the basis of programs offered and numbers of students served according to the 1993 Higher Education Directory, with 12 institutions responding to requests for information. It was

ED 376 891 JC 940 664

Washington Community and Technical Colleges Academic Year Report, 1993-94.
PUB DATE- Sep 94
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; *College Faculty; College Planning; Community Colleges; Educational Facilities; *Educational Finance; *Enrollment; Enrollment Trends; *Expenditures; Full Time Equivalency; *Institutional Characteristics; School Personnel; State Aid; Student Characteristics; Technical Institutes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Washington

Designed to answer the most frequently asked questions about Washington Community and Technical Colleges (WCTC's), this report provides information about students, courses, faculty, staff, expenditures, and facilities for the 1993-94 academic year and historical data from 1989-90 through 1993-94, where available. Following a brief history of WCTC system, the five sections of this report examine courses offered; enrollments and student demographics, including full-time equivalents (FTE's) by funding source and by college; community college personnel; facilities; and expenditures. Highlights of the report include the following: (1) during 1993-94, Washington community colleges served 438,281 students in 1993-94; (2) 47% of all state and contract FTE's were generated by students enrolled for workforce training, while 38% were enrolled for transfer; (3) the racial composition of the student population was more diverse than the state as a whole, with 22% students of color at the colleges versus 15% in the state population; (4) the student population was 55% female; (5) system expenditures totaled $422.8 million in state funds and tuition collections; (6) capitol appropriations for 1993-95 were $111 million; and (7) 9,051 state supported, full-time-equivalent faculty, classified, administrative, and professional staff were employed, a 2.2 percent increase from 1992-93. (KP)

ED 376 892 JC 940 665

Annual Report to the Governor, 1993-1994. State Board of Directors for Community Colleges of Arizona and Statistical Supplement to the Annual Report to the Governor, 1993-1994.
PUB DATE- Nov 94
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Faculty; Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; *School Districts; School Personnel; State Boards of Education; State Surveys; Student Characteristics; *Tables (Data); Two Year Colleges; *Vocational Education
IDENTIFIERS- *Arizona

Designed to answer the most frequently asked questions about the Arizona community colleges, this factbook offers organizational, financial, and enrollment data for the state system as a whole as well as individual colleges. First, the State Board's philosophy, mission, and value statements are provided along with a map of Arizona college districts. Next,

ED 376 909 JC 950 018

Staff Development Needs Assessment.
PUB DATE- Oct 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Educational Opportunities; *Employee Attitudes; Employer Employee Relationship; *Faculty Development; *Job Satisfaction; *Needs Assessment; Professional Development; *Staff Development; Two Year Colleges
IDENTIFIERS- College of the Canyons CA

In September 1993, California's College of the Canyons surveyed a total of 415 faculty and staff regarding their satisfaction with their employment at the college and their perceptions of opportunities for development. Responses were received from 41% (n=170) of the employees, including 56 full-time and 58 part-time faculty and 41 full-time and 13 part-time staff members. Survey results included the following: (1) 25.9% of the respondents indicated that their position challenged them and required the use of many skills and abilities; (2) 53.5% agreed that the college offers encouragement and assistance to develop skills and abilities; (3) 31% agreed that there were many opportunities for career advancement; (4) 56.6% were satisfied with their employment at the college; (5) the training activities most requested by all respondents were related to computer software skills, strategies for dealing with difficult people, strategies to enliven classroom presentations, services to help students succeed, sensitivity regarding the needs and interests of minority students and staff, wellness programs, dealing with conflict, strategies to increase student retention, and learning and teaching styles; and (6) the area of training most requested by faculty was for strategies to enliven classroom presentations, while for staff it was wellness, fitness, and stress management. (The survey instrument and findings by employee category are included). (KP)

ED 376 910 JC 950 019

Population, Household, and Employment Projections.
PUB DATE- Nov 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Area Studies; *Census Figures; Community Colleges; *Community Size; *Employment Projections; *Population Growth; Population Trends; Racial Composition; Tables (Data); Two Year Colleges
IDENTIFIERS- *Census 1990; *Santa Clarita Community College District CA

Providing population projections from two sources for the Santa Clarita Community College District, in California, this report offers tables showing future conditions for the College of the Canyons (CoC) and the district. First, the two sets of projections are described as figures developed by the Southern California Association of Governments (SCAG), including population figures for the district from the 1990 Census and projections for the years 2000 to 2010, and estimates developed by a consulting firm working with CoC to develop a second

ED 376 928 PS 022 546

Katz, Lilian G.
Images from the World.
PUB DATE- 6 Jun 94
NOTE- 24p.; Paper presented at the Study Seminar on the Experience of the Municipal Infant-Toddler Centers and Preprimary Schools of Reggio Emilia, Italy (June 6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Educational Attitudes; *Educational Change; Foreign Countries; Parent Participation; *Preschool Curriculum; Preschool Education; Program Improvement; Public Relations; *Student Centered Curriculum; Teaching Methods
IDENTIFIERS- Italy (Reggio Emilia); Program Characteristics; *Reggio Emilia Approach

This presentation examines the state of preschool education in developed and developing nations, and discusses how the art-oriented, child-centered approach of the preschools of Reggio Emilia, Italy, may be used to help improve preschool education worldwide. Although the majority of parents in many nations are satisfied with the educational opportunities their preschool children receive, many are unaware of the opportunities that programs such as those in Reggio Emilia provide for the enhancement of children's physical, social, and intellectual development. Educators need to create a greater public awareness of the benefits of the Reggio Emilia approach, and address issues concerning the adoption or adaption of the approach in preschools in other countries. Questions generated by adapting the Reggio Emilia approach include whether it is, in fact, adaptable, and what specific features are most adaptable to a given culture. These features include collaboration, documentation, parent participation, project work, "Atelieristi" (art instructors) and "Pedagogisti" (teacher advisors). Educators need to consider how the components of the Reggio Emilia approach can be integrated into existing programs, how to bring about such change at the local level, and how to increase parental involvement in and support for this form of preschool education. Propositions to keep in mind for successful change include: (1) change is learning; (2) change is resource-hungry; (3) change requires the power to manage it; and (4) change is systemic. (MDM)

ED 376 929 PS 022 570

Freeman, Carole Cook; Sokoloff, Harris J.
Toward a Theory of Thematic Curricula: Constructing New Learning Environments for Teachers and Learners.
PUB DATE- 6 Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animals; Course Descriptions; *Curriculum Development; Educational Attitudes; *Educational Theories; Elementary Education; Field Tests; Interdisciplinary Approach;

ED 376 948 PS 022 743

Good, Linda A.
Special Video Showcase: Reading in Kindergarten: Memory to Decoding; Writing in Kindergarten: Skill and Process; Science in Kindergarten: A Sense of Wonder; Kindergarten Mathematics: Hands-On Learning: Play in Kindergarten: A Process for Learning.
PUB DATE- 21 Apr 94
NOTE- 12p.; Paper presented at the Annual Conference of the Midwest Association for the Education of Young Children (Peoria, IL, April 21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Creative Writing; Experiential Learning; Handwriting; Inservice Teacher Education; *Kindergarten; Mathematics Instruction; *Models; Play; Preservice Teacher Education; Primary Education; Reading Instruction; Science Instruction; *Teacher Behavior; Teacher Student Relationship; *Teaching Methods; *Videotape Recordings; Writing Instruction

This document describes the development and content of five videocassettes used to depict diverse approaches to kindergarten education to preservice and current teachers and teacher educators. Developed under a faculty development grant from the University of South Dakota, the tapes range between 15 and 25 minutes in duration. The first tape, "Reading in Kindergarten: Memory to Decoding," shows a variety of techniques such as phonics, song charts, taped and text stories, illustrations, and labeled objects intended to guide children from memorizing words to reading them. The second, "Writing in Kindergarten: Skills and Process," differentiates between handwriting and creative writing, noting the developmental stages of both. The next video, "Science in Kindergarten: A Sense of Wonder," emphasizes the use of the environment. Children conduct and participate in experiments and are thus exposed to the scientific method. Some of the themes explored are Plants, Animals, Seasons, and Senses. "Kindergarten Mathematics: Hands-on Learning," depicts the use of class objects and events to learn number sense, measurement, categorization, addition, and subtraction among several other concepts. The final video, "Play in Kindergarten: A Process for Learning," affirms that play is a developmental process that helps to achieve learning and social skills. It shows how play can be integrated into reading, writing, mathematics, science, art, and computer use. The emphasis is on creative and constructive play rather than goal-directed or product-focused play. (BC)

ED 376 949 PS 022 747

Evans, Hyacinth; Davies, Rose
Overview of Issues in Childhood Socialization.
PUB DATE- Jun 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; *Day Care Effects; Discipline; Economic Development; Economic Impact; Elementary Education; *Family

ED 376 967 PS 022 810

Report of the AAP Task Force on Minority Children's Access to Pediatric Care.
SPONS. AGENCY- Newman's Own, Inc.
PUB DATE- 94
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Health; Health Conditions; Health Education; Health Needs; Health Personnel; Health Promotion; Health Services; Medical Care Evaluation; Medicine; *Minority Group Children; *Pediatrics; *Socioeconomic Influences
IDENTIFIERS- *Access to Health Care; *American Academy of Pediatrics

This report examines five major components that affect minority children's access to health care. They are: health status, barriers to access, workforce, organizational response, and the role of the American Academy of Pediatrics (AAP). Recommendations are included for each of these components. Health status indicators for minority children include: premature death and disability caused by controllable illnesses and high infant mortality, differential rates of immunization, teenage pregnancy, and injuries associated with violence. Minority children also encounter barriers to health care access. Among these barriers are: economic factors, such as a lack of financial resources and inadequate insurance, and geographic factors that result in limited availability of providers and facilities. Other barriers are: poverty and lack of education, which often translate into delayed health care and poor compliance with treatment, cultural insensitivity, racism, and classism. Workforce factors that affect minority children's health care access include the relative absence of minority group pediatricians and the geographic maldistribution of practitioners. The AAP Task Force recognizes the organizational response of other groups that have addressed this issue. The Academy's role is to ensure that the perspectives of minority pediatricians and children are considered in AAP educational programs, policy, developmental advocacy and research. (Three appendices include the directive to the AAP Task Force on Minority Children's Access to Pediatric Care, a review of relevant programs, and copies of the Task Force surveys. Contains 120 references.) (VL)

ED 376 968 PS 022 811

Hoon, Seng Seok
Quality of Kindergarten Education in Singapore: Parents' Views and Expectations.
PUB DATE- Jun 94
NOTE- 25p.; Paper presented at the Biennial Meetings of ISSBD (13th, Amsterdam, Netherlands, June 29-July 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Educational Attitudes; Educational Quality; Foreign Countries; *Kindergarten; *Parent Aspiration; *Parent Attitudes; *Parent School Relationship; Preschool Children; Preschool Education; *Preschool Evaluation; Private Education; Public Education; Socioeconomic Background

ED 376 986 PS 022 884

Human Services Amendments of 1994. Conference Report To Accompany S. 2000. Committee of Conference, House of Representatives, 103D Congress, 2d Session.
PUB DATE- 9 May 94
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Block Grants; Community Programs; *Family Programs; *Federal Aid; *Federal Legislation; *Human Services; Low Income; *Preschool Education; Program Descriptions; Program Improvement
IDENTIFIERS- Amendments; Child Abuse Prevention and Treatment Act; Community Services Block Grant Act; Congress 103rd; Family Resource and Support Programs; Low Income Home Energy Assistance Program; Project Head Start; *Reauthorization Legislation

This report presents the results of U.S. Senate-House of Representatives conference committee deliberations concerning amendments to S. 2000, the Human Services Reauthorization Act of 1994, which is designed to reauthorize appropriations for fiscal years 1995 through 1998 to carry out the Head Start Act, the Community Services Block Grant Act, and the Low-Income Home Energy Assistance Act. The amendments to the Head Start Act address definitions, services, allocation of funds, monitoring and quality assurance, participation, staff qualifications, and goals and priorities for training and technical assistance. The amendments to the Community Services Block Grant Act address community food and nutrition programs, instructional activities for low-income youth, and assistance to the homeless. The amendments to the Low-Income Home Energy Assistance Act address emergency funds, targeted assistance, authorized uses of funds, and the Residential Energy Assistance Challenge Option. (MDM)

ED 376 987 PS 022 893

Ochiltree, Gay
Effects of Child Care on Young Children: Forty Years of Research. Early Childhood Study Paper No. 5.
PUB DATE- 94
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Caregiver Child Relationship; *Child Development; *Day Care; *Day Care Effects; Early Childhood Education; Educational Trends; Family Environment; Foreign Countries; Outcomes of Education; Parent Child Relationship; Research Methodology; *Social Science Research; *Young Children
IDENTIFIERS- Australia; Project Head Start; United States

This book provides an overview of research on infants and young children who have experienced non-maternal or non-parental care during their preschool years. It focuses on studies conducted in Australia, but also considers the vast body of research conducted elsewhere, especially in the United States. Chapter 1 provides an overview of the issues involved in research into the effects of non-maternal care and gives a context for the discussion that follows. Chapter 2 contains a brief overview of early research, which was largely concerned with whether non-maternal care affected the security of the mother-child

ED 377 004 RC 019 878

John, Patricia La Caille
Health Care in Rural America: January 1988 - September 1993.
Quick Bibliography Series: QB 94-08. Updates QB 92-13.
PUB DATE- Feb 94
NOTE- 92p.; Update to ED 364 389.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Community Services; *Delivery Systems; Health; *Health Education; Health Personnel; *Health Programs; *Health Services; Higher Education; *Medical Services; Resource Materials; *Rural Areas; Rural Education; Rural Population
IDENTIFIERS- Access to Health Care; *AGRICOLA

This bibliography contains 323 entries related to the provision of health care services in rural areas. The entries were derived form the AGRICOLA database produced by the National Agricultural Library and include journal articles, government reports, conference papers, Congressional hearings, and books. Entries cover such topics as community health services, elderly health care, educational programs, hospitals, health education, medical education, medical services, nutrition education, physicians, program development and evaluation, rural communities, and rural health services. Each entry contains title, author, publisher, publication date, journal or conference information (where appropriate), language, descriptors, and the National Agricultural Library call number. Some entries contain an annotation. Also included are indexes by author and subject and information about interlibrary loan from the National Agricultural Library. (LP)

ED 377 005 RC 019 879

John, Patricia La Caille
Leadership Development: January 1984 - April 1994. Quick Bibliography Series: QB 94-40.
PUB DATE- Jun 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Agricultural Education; Annotated Bibliographies; *Community Education; Community Leaders; Elementary Secondary Education; Extension Agents; Extension Education; Higher Education; Instructional Materials; *Leadership; *Leadership Training; Resource Materials; Rural Development; *Rural Extension; Volunteers; *Youth Programs
IDENTIFIERS- *AGRICOLA

This bibliography contains 181 entries related to leadership training and education. The entries were derived from the AGRICOLA database produced by the National Agricultural Library and include journal articles, extension bulletins, books, conference papers, and government reports. Entries cover such topics as 4-H clubs, agricultural education, community development, community education, community leadership, educational programs, extension education, leadership training, rural communities, rural development, teaching materials, and youth programs. Each entry contains title, author, publisher, publication date, journal or conference information (where appropriate), language, descriptors, and the National Agricultural Library call number. Some entries contain an

ED 377 022 RC 019 905

Henderson, Paul, Ed.; Francis, David, Ed.
Rural Action: A Collection of Community Work Case Studies.
SPONS. AGENCY- Calouste Gulbenkian Foundation, Lisbon (Portugal).
PUB DATE- 93
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Case Studies; Community Action; *Community Development; *Community Education; Community Services; Foreign Countries; Postsecondary Education; Rural Areas; *Rural Development; Rural Education
IDENTIFIERS- Community Development Personnel; Development Education; *Great Britain; Ireland; Spain (Catalonia)

This book contains 10 case studies of rural community development in England, Wales, Scotland, Ireland, and Catalonia, as seen from the perspective of community-work practitioners. Development projects encompassed such activities as promotion of tourism, establishment of community centers, vocational training for school dropouts, adult community education, community action on housing and environmental issues, job development, rural networking, programs for children and youth, skills training for workers, and development of community social services. The book is organized into three parts--remote rural areas, areas of industrial change, and issue-based work. It contains the following chapters: (1) "Connemara West: A Rural Community Development Project" (Kieran O'Donohue); (2) "'Almost an Island': A Tenants' Association in Highland Region" (John Ferguson and Bill Anderson); (3) "Protest, Affirmation and Adult Education on the Loughshore" (Niall Fitzduff); (4) "Tackling the Effects of Rural Unemployment in East Cleveland" (Allan Cassidy); (5) "The People Who Came Back: Community Work in a Welsh Ex-Mining Valley" (Alice Greenlees); (6) "Organisation and Adult Education in the North Derbyshire Coalfield" (Chris Eames); (7) "Community Regeneration in a Pennine Valley--and Daffodils" (Marion Horton); (8) "Community Work Principles and Rural Housing in Wiltshire" (Diana Farrow); (9) "A Social Services-Based Project in Catalonia" (Carme Colilles and Lurdes Ribera); and (10) "Village Halls and Community Development" (Louise Beaton). A conclusion, by Paul Henderson and David Francis, summarizes key themes and implications for rural community-work practice. Contains an index and contributor profiles. (SV)

ED 377 023 RC 019 906

Spears, Jacqueline D.
Rural Teachers, Students Learn To Value Diversity.
PUB DATE- Dec 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Anglo Americans; *Change Strategies; Cultural Awareness; *Cultural Pluralism; *Educational Change; Elementary Secondary Education; Hispanic Americans; *Multicultural Education; Pilot Projects; *Rural Education; Rural Schools; *School Community Relationship;

ED 377 044 SE 055 391

Katoch, C. D.
Forest Nursery Handbook.
PUB DATE- 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Conservation (Environment); Environmental Education; Foreign Countries; *Forestry; *Nurseries (Horticulture)
IDENTIFIERS- *Afforestation; India

This book is designed for forest nursery planning and management by all levels of forestry professionals and non-professionals in India and abroad, and focuses on the preparation of high quality, healthy seedlings necessary for successful afforestation programs. The book is divided into five parts that discuss: (1) details of nursery preparations from site selection to preparation of beds; (2) details of various methods of seed collection, quantity of seed calculations and standardization; (3) different methods of seed pre-treatment and seed sowing techniques; (4) latest techniques for raising nursery stock through vegetative cuttings; and (5) details nursery seedling management. (LZ)

ED 377 045 SE 055 394

An Environmental Education Guide for Teachers.
PUB DATE- 94
NOTE- 117p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Community Problems; Curriculum Guides; Educational Resources; Elementary Secondary Education; *Environmental Education; Evaluation Methods; Integrated Curriculum; Interdisciplinary Approach; Learning Processes; Problem Solving; Teaching Guides; Teaching Methods
IDENTIFIERS- Environmental Education Programs; Environmental Problems

This book is intended to introduce teachers to the practices of "environmental education," and is the first in a series published by the Institute for Environmental Education. The series focus is on problem-solving in the community as the subject matter for environmental education. Problem-solving is used as a process of investigatory discovery using a variety of subject disciplines. The materials in this book are organized as suggestions to other teachers on how they might integrate study of community environmental concerns into their present courses. The book contains six chapters that cover: (1) environmental education and the learning process; (2) incorporating environmental problem studies into teaching; (3) identifying a concern, planning the investigation, assessing the plan, and preparing to study outside the school; (4) evaluation, productivity, grading, and credit in environmental problem studies; (5) finding and using resources; and (6) building a support base for environmental problem studies in the school and community. Fifteen appendices contain a variety of supporting materials including an annotated bibliography of educational methods and philosophy; some possible questions for study; examples of questions designed to test higher levels of cognition; making a watershed reference map; sample blanket

ED 377 068 SE 055 457

Give Water a Hand. School Site Action Guide. Organizing Water Conservation and Pollution Prevention Service Projects in Your Community.
SPONS. AGENCY- National Fish and Wildlife Foundation.
PUB DATE- 94
NOTE- 34p.; Additional funding provided by Church & Dwight Co., Inc. For related documents, see SE 055 455-459.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Activism; Citizen Participation; *Conservation (Environment); Drinking Water; Environment; *Environmental Education; Instructional Materials; Intermediate Grades; Junior High Schools; Pollution; *School Location; *Student Projects; Study Guides; Water; *Water Quality; Water Resources
IDENTIFIERS- Environmental Action; Watersheds

Students grades 4-8 can use this guide to explore the topics of water, and water conservation at a school site, while conducting an environmental community service project. Youth groups, led by a group leader, work with local experts from business, government, or environmental organizations to complete the project. Nine activity sections involve students in: (1) exploring background information; (2) mapping watersheds; (3) researching water quality impacts associated with school sites; (4) consulting with an expert; (5) choosing a service project; (6) creating an action plan; (7) tracking project progress; (8) measuring and recording results; and (9) brainstorming additional projects. Activities provide background and procedural information, as well as worksheets and discussion questions. Sidebars highlight key vocabulary. The guide contains an application for a Youth Earth Service Award and advice on how to create partnerships with community organizations. (LZ)

ED 377 069 SE 055 458

Give Water a Hand. Farm and Ranch Site Action Guide. Organizing Water Conservation and Pollution Prevention Service Projects in Your Community.
SPONS. AGENCY- National Fish and Wildlife Foundation.
PUB DATE- 94
NOTE- 33p.; Additional funding provided by Church & Dwight Co., Inc. For related documents, see SE 055 455-459.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activism; Citizen Participation; *Community Programs; *Conservation (Environment); Drinking Water; Environment; *Environmental Education; Instructional Materials; Intermediate Grades; Junior High Schools; Pollution; *Student Projects; Study Guides; Water; *Water Quality; Water Resources
IDENTIFIERS- Environmental Action; Watersheds

Students grades 4-8 can use this guide to explore the topics of water, and water conservation on a farm or ranch, while conducting an environmental community service project. Youth groups, led by a group leader, work with local experts from business, government, or environmental organizations to

ED 377 087   SO 023 527

Giese, James R.; Glade, Mary Elizabeth
American Revolution: Crisis of Law and Change. Public Issues Series.
PUB DATE- 88
NOTE- 81p.; Accompanying 8-page "Teacher's Guide" is appended.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Change Agents; *Dissent; *History Instruction; *Political Attitudes; Revolution; *Revolutionary War (United States); Secondary Education; Social Change; Teaching Guides
IDENTIFIERS- Alabama (Selma); *Analogy

This booklet is part of a series of units designed to help students take and defend a position on public issues. By looking at how decisions were made in the past, students can see that history did not have to happen just the way it did. By looking at how conflicts were resolved in other times and places, students can clarify their positions on how they ought to be resolved here and now. By 1775, the American colonists and the British could no longer find common answers to basic questions about government. The result was the American Revolution. This unit deals with the critical issues relating to those questions. They include: (1) What is a proper government and where does its power originate? (2) When should governmental authority be challenged? (3) In what ways should people, as groups or individuals, be able to express themselves to constituted authority? Is violence ever the "right" course? In this unit students face these problems as open ended questions. The historical portion of the booklet is divided into four sections. The first section summarizes the events leading up to the revolution, especially the Stamp Act. The second section examines the views that colonists held on the conflict. Both the patriot and loyalist views are explored. The third section offers accounts of the war from participants on both sides. The words of soldiers, poets, ministers, and revolutionaries are included. The fourth historical section discusses analogy cases. Events in Selma, Alabama in 1965 are compared to the events of the revolution. In the accompanying teacher's guide primary source documents and secondary sources are used to acquaint students with how these questions manifested themselves in the period leading up the the American Revolution. Special attention is given to the choice individuals faced, whether to remain loyal to a government that violated the values for which they believed it stood or to support violent protest against that government. Students and teachers can choose among several contemporary cases for analysis and comparison. Addressing the question of when authority should be challenged requires students to define authority. This definitional issue is emphasized throughout the unit. In examining whether violence is ever justified, students consider such criteria as the severity of the grievances being protested. Each section in the guide suggests activities and teaching methods. An 8-item bibliography and handouts are included. (DK)

ED 377 088   SO 023 529

Schott, James C.

ED 377 105 SO 024 384

Crockett, Mark
Issues and Concerns for Local Government: Virginia in the 1990s.
PUB DATE- May 90
NOTE- 10p.; From The Quarterly, the newsletter of the Teacher Resource Service, University of Virginia, May 1990, Volume V, No. 3.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Civics; Current Events; *Federal Aid; Federal Government; *Federal State Relationship; *Government Role; Government School Relationship; *Local Government; Public Policy; State Government
IDENTIFIERS- University of Virginia; *Virginia

Many challenges face local governments in Virginia and nationwide in the 1990s. As federal funding has decreased, local governments have been forced to take on greater responsibilities. This increased workload has created a greater demand for resources and forced many localities to raise taxes. Citizens have often voiced opposition to these tax increases, adding to the problems faced by local governments. A case study examining local governments in Virginia illustrates many of the most prominent concerns facing local governments. The areas discussed are: (1) education; (2) growth and development; (3) housing; (4) jails; (5) solid waste disposal; and (6) transportation. Funding and school board elections are both prominent concerns for school districts in Virginia. Equalizing differences between wealthy and poorer districts also is an important education issue. Growth and development problems exist for both rural and urban areas of the state. Reduction of federal support for affordable housing has created a greater demand for local governments to supply such facilities. Overcrowding and increasing costs of housing for inmates in jails present a challenge for Virginia's localities. Local governments also now bear the majority of financial and legal responsibilities for proper disposal of solid waste. Finally, highway use has been increasing while federal funding for road construction and repair has been in decline. The result is a greater road maintenance burden for local governments in Virginia. This report discusses all of the key areas that must be addressed by Virginia's localities and local governments in general. Following this analysis, suggestions are made for classroom application of the materials presented, including class exercises, group projects, and guest speakers. (CK)

ED 377 106 SO 024 390

Mims, Michelle, Ed.; And Others
Friends and Neighbors of Gary High School Students .
PUB DATE- 88
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

ED 377 126   SO 024 609

School Law Issue.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 94
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - Serials (022)
DESCRIPTORS- *Citizenship Education; Civil Law; Civil Liberties; Civil Rights; Constitutional Law; Criminal Law; Evaluation; *Law Related Education; *School Law; Secondary Education; Sexual Harassment; Social Studies; Student Rights; Teaching Methods

This law-related education teaching resource calls attention to civil rights in the school. Julius Menacker gives an overview of major national school legislation and the federal courts' roles in the constitutional areas of equal protection, freedom of expression, and due process. Aggie Alvez offers new perspectives on the constitutional, economic, social and political implications of dress codes using several instructional formats including a mock school board hearing. A lesson plan designed by Stephen A. Rose provides tools to help students formulate and apply reasoned views of the Establishment Clause and its Supreme Court applications. Ralph D. Mawksley looks at important legal principles and precedents that have framed sexual harassment law and outlines a school harassment policy that will give students insights into preventive law. A lesson plan follows that presents sexual harassment laws and procedures to follow when harassment occurs, as well as tools to help students deal with this perplexing problem. Other articles explore the fairness of testing practices and the restrictive regulations intended to curb school violence. (JD)

ED 377 127   SO 024 610

Degelman, Charles, Ed.; Hayes, Bill, Ed.
Violence in Sports .
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - Serials (022)
DESCRIPTORS- *Athletics; Citizenship Education; Elementary Secondary Education; *Law Related Education; Social Studies; *Violence

This teaching resource presents articles that draw on young people's natural interest in sports to stimulate their involvement in law-related education. An article on violence in sports explores the causes of this violence--the physical contact inherent in many sports, the desire to win at all costs, the urging of coaches, and the negligence of referees--as well as measures proposed to restrain players, including safety equipment, fines and suspensions, criminal charges, and civil penalties. In a lesson plan that follows, students are

ED 377 146 SP 035 542

Loughran, John
Learning How To Teach: Unpacking a Teacher Educator's Thinking about Pedagogy in Pre-Service Education.
PUB DATE- Apr 94
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-10, 1994). Quotations may not reproduce well because of small italic type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Conceptual Tempo; Education Courses; Elementary Secondary Education; Foreign Countries; Graduate Students; Higher Education; *Instruction; Journal Writing; *Modeling (Psychology); Preservice Teacher Education; Protocol Analysis; *Reflective Teaching; Secondary Education; Student Teachers; Teacher Attitudes; *Teaching Methods; *Teaching Models
IDENTIFIERS- Monash University (Australia)

This paper explores the development of preservice student teachers' development of reflection, in the context of a teacher education course in which the teacher educator explicitly attempted to model reflective practice. Modeling took place through open access to the teacher educator's journal and through "thinking aloud" in class about the pedagogical reasoning and decisions which influenced his practice as it was occurring. The 20 student teacher participants were from a "Teaching and Learning" class in the preservice education program at Monash University in Victoria, Australia. Interviews with student teachers on four occasions during the course examined their views on modeling, the value they placed on reflective teaching, and how it may have influenced their own approach to teaching practice. The paper concludes that student teachers must experience reflection as a part of their own learning about learning and teaching, so that they can decide how to apply it in their own practice as their pedagogy is shaped by the context of the teaching-learning environments in which they work. An appendix offers a vignette of the type of classroom interaction observed. (Contains 24 references.) (JDD)

ED 377 147 SP 035 543

Young, William
School Experience: A Collaborative Partnership.
PUB DATE- Jul 94
NOTE- 8p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Cooperating Teachers; Elementary Education; *Experiential Learning; Faculty Development; Foreign Countries; Higher Education; *Internship Programs; Partnerships in Education; *Practicums; *Preservice Teacher Education; Program Improvement; Teaching Experience; *Theory Practice Relationship
IDENTIFIERS- Australia (New South Wales); Preservice Teachers;

ED 377 165 SP 035 597

Holt-Reynolds, Diane; McDiarmid, G. Williamson
How Do Prospective Teachers Think about Literature and the
Teaching of Literature?
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- English Instruction; *English Literature; English
Teacher Education; *Evaluation Criteria; Higher Education;
Preservice Teacher Education; Secondary Education; *Teacher
Attitudes; *Textbook Selection
IDENTIFIERS- *Preservice Teachers

Twenty-eight prospective English teachers at a large midwestern state university participated in this study of what they believe literature to be and what criteria they apply in choosing texts they would teach. Although the prospective teachers reported that they had not been taught explicit criteria for evaluating texts, they had no difficulty generating criteria. Participants were presented with 7 books and 11 additional texts and were asked to discuss which ones seemed like literature. Rationales for classifying a text as literature fell into three categories: arguments that focused on features of the text itself; arguments that focused on how and/or why the author created the text; and arguments that focused on how a reader acts in response to the text. Participants selected, from a list of texts, six books that they would teach to an 11th grade class. Their selection was found to be based on themes, accessibility, genre, political reasons, the traditional canon, and aesthetics. Prospective teachers seemed to draw on a potpourri of ideas and experiences in responding to questions and tasks. They acted more as if they were learning in the moment than as if they were reporting older, previously articulated or well-rehearsed ideas, beliefs, and perceptions. Appendices provide materials related to the participants' tasks. (Contains 17 references.) (JDD)

ED 377 166 SP 035 598

McCarthey, Sarah J.
Can Teachers' Images of Good Writing Conflict with Goals of
Process Writing?
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- Dec 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Classroom Research;
*Inservice Teacher Education; Intermediate Grades; *Teacher
Influence; Teacher Student Relationship; *Writing
(Composition); *Writing Instruction; Writing Processes
IDENTIFIERS- *Process Approach (Writing); Teachers College
Writing Project

This paper explores the nature of a fifth/sixth grade New York City teacher's image of good writing, its effect on teacher-student interactions, and its influence on students. These three aspects are interwoven through a discussion of writing

ED 377 183 SP 035 623

Powers, P. J.
The Effect of Special Education Coursework upon the Preparation of Preservice Teachers.
PUB DATE- 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Custer State Park, SD, October 8-10, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Disabilities; Education Courses; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; Preservice Teacher Education; Regular and Special Education Relationship; *Required Courses; *Special Education; State Legislation; *Teacher Attitudes; *Teacher Competencies; *Teacher Education Curriculum
IDENTIFIERS- Nebraska; *Preservice Teachers

The free appropriate public education (FAPE) of handicapped learners in the least restrictive environment as well as the Regular Education Initiative (REI) have resulted in many states requiring introductory level special education coursework for all preservice teacher education. This study was conducted to determine if minimally required coursework in special education had any significant effect upon the attitudes and instructional competency of preservice teachers to provide for handicapped learners in regular education settings. A pre- and post-test instrument was administered to preservice teachers (N=186) to measure 22 attitudinal responses and 14 instructional competencies. State (Nebraska) mandated coursework in special education served as the independent variable. Findings indicated significant differences in attitudes and instructional competencies after one required special education course. However, results also indicated that state mandated special education coursework may not be sufficient preparation for regular education personnel to teach handicapped learners. Seven statistical tables and Nebraska Special Education Certification Requirements are appended. (Author/LL)

ED 377 184 SP 035 624

Williams, Belinda; And Others
Focusing on the Professional Development of Urban Educators: The Dilemma of Opportunities To Change Teachers' Beliefs about Urban Learners.
PUB DATE- Apr 94
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Learning; Mentors; *Program Implementation; Secondary School Teachers; *Student Needs; Students; *Teacher Attitudes; Urban Culture; *Urban Schools
IDENTIFIERS- Reform Efforts; *Trainer Role; Urban Education Studies

The Urban Learner Framework (ULF), developed by the Urban prepared for publication on the advancements made in the Penn State Writing Center to better serve the ESL population. (Contains 14 references.) (Author)

ED 376 740 FL 022 640

Anderson, Valerie; Roit, Marsha
Linking Reading Comprehension Instruction to Language Development for Language-Minority Students. Center for the Study of Reading Technical Report No. 603.
PUB DATE- Nov 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Observation Techniques; Competency Based Education; *Educational Strategies; Elementary Education; *English (Second Language); *Language Skills; Learning Activities; *Minority Groups; *Oral Language; *Reading Comprehension; *Second Language Instruction; Skill Development; Teaching Methods; Videotape Recordings

This report explores the use of reading comprehension instruction as a gateway for developing oral-language proficiency in language-minority students. Based on classroom observations, analyses of videotapes of literacy teaching sessions, conversations with teachers and administrators, and analyses of teaching demonstration lessons, six competencies were identified that could be developed in students to increase both reading comprehension and language development. These competencies would enable students to: use the English language with flexibility; use less-imageable basic vocabulary; consider larger contexts; determine importance and unimportance of aspects of text; elaborate responses; and engage in natural conversations. A discussion of these competencies is followed by 10 suggestions for teaching them that draw upon the primary language, cognitive strengths, and social skills of language-minority students. Suggested teaching activities include: shared reading; vocabulary networking; expanding contexts; predicting; encouraging the use of imagery; teaching about text structure; questioning; identifying problems and sharing strategies; text explaining; arranging for conversational opportunities; and using culturally familiar informational texts. Recommendations for implementing these instructional activities by grade are included. (Contains 65 references.) (Author/LR)

ED 376 741 FL 022 665

Von Vacano, Marcela; And Others
Two-Way Partial Immersion Program, F. S. Key Elementary School. Units of Study--Grades 1-4. Curriculum Guide, Units of Study.
PUB DATE- Jul 92
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Curriculum Design; Daily Living Skills; Educational Objectives; Elementary Education; *FLES; Health Education; *Immersion Programs; Language Arts; *Language Skills; Mathematics; Parent Participation; Parent Role; Science Education; *Second Language Programs; Social Studies; *Spanish; Units of Study

at the University of Florida. The survey was conducted to assist in a 5-year planning period from May 1994 through June 1999. Section 1 offers an introduction including the statutory foundations, procedural policies, and the cooperative process involved in the survey. Section 2 offers an overview of the institution with a description of the history of the facility and a statement of its purpose. Section 3 is an analysis of the student population including planned enrollments, seven tables on capital outlay by type of student and discipline, and an analysis of enrollment change between 1992 and 1999. Section 4 covers the academic programs and degrees offered by the university's colleges. Section 5 is an inventory of existing sites and buildings including site and building descriptions, inventory of buildings of the health center, and assignable space. Section 6 contains plans for housing programs, students, personnel, and services. Section 7 offers an analysis of capital outlay finances and recommendations for the Health Sciences Center and university-wide recommendations. (JB)

ED 376 759 HE 027 896

Andersen, Charles J.
State Revenues and Higher Education Appropriations, 1980-1992.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Economic Factors; Educational Economics; Educational Finance; Federal Aid; Financial Support; Fiscal Capacity; *Higher Education; *Income; *Resource Allocation; *State Aid; Tax Allocation

This analysis used national data to evaluate changes in state higher education appropriations, state revenues, and regional differences in support for higher education from 1980 to 1992. Data from the United States Bureau of the Census and Illinois State University's Center for Education revealed that between 1980 and 1990 the nation's Gross Domestic Product (GDP) grew 105 percent but only 9 percent between 1990 and 1992. A major reason for this difference was the recessionary period from the middle of 1990 through the first quarter of 1991. Overall, during the 1980s, state support of higher education increased at about the same rate as the national economy but by slightly less than the growth of the states' own revenues. However, when data are converted to constant 1987 dollars the dramatic growth of the 1980s disappears: the GDP is seen to have increased by 30 percent; federal revenues by 18 percent; federal appropriations for higher education were 22 percent lower than in 1980; and total state appropriations for higher education were 4 percent lower in 1992 than in 1990. Also, the percentage of state general revenues given to higher education declined from 11.3 percent in 1980 to 9.2 percent in 1992. In constant dollars the appropriations per full-time equivalent student in 1992 were $3,200, 2 percent higher than the 1980 average of $3,150. Increased competition with other claimants for public dollars is seen as an important factor in the overall decrease in higher education's share of state funding. Five resource organizations are identified. Contains 10 references. (JB)

ED 376 760 HE 027 897

The NAFSA Ethics Program. Ethical Practice in International Educational Exchange.

(143),Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; Databases; Demography; Doctoral Programs; Engineering Education; Enrollment; *Graduate Students; Higher Education; *Postdoctoral Education; Research Methodology; Research Universities; Science Education; Student Characteristics; Surveys; Tables (Data); Universities

This publication describes the characteristics of a database developed from a Fall 1992 survey of graduate students and postdoctorates in science and engineering. The survey universe included 333 doctorate-granting institutions and 275 master's-granting institutions. Section 1 offers general notes on data limitations and availability and a summary of general findings. Section 2 presents a description of the survey methodology and response analysis. Section 3 lists the institutions surveyed by degree level, and identifying codes. Section 4 displays copies of the survey instruments and summary questionnaire facsimiles containing data for all departments or for selected groups of departments. The facsimiles present data for all institutions, by broad science and engineering field, and summary statistics for doctorate-granting institutions, master's-granting institutions, and other selected groups of institutions. Highlights of the data include the following: (1) 1992 showed a 4 percent increase over 1991 in graduate students enrolled in master's and doctoral programs in science, engineering, and health fields; (2) the number of women enrolled in science and engineering continued to rise more quickly than the number of men: women increased by 6 percent and men by a little less than 3 percent; and (3) numbers of social science students and earth, atmospheric, and ocean science students increased the most rapidly. (JB)

ED 376 778 HE 027 916

Mulvey, Patrick J.; Neuschatz, Michael
Enrollments and Degrees Report. AIP Report.
PUB DATE- Nov 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical
(143),Numerical/Quantitative Data (110)
DESCRIPTORS- Astronomy; Bachelors Degrees; Colleges; Doctoral Degrees; Doctoral Programs; Engineering Education; *Enrollment; Enrollment Trends; Foreign Students; Graduate Students; *Graduate Study; Higher Education; Masters Degrees; National Surveys; *Physics; Research Universities; *Science Education; Science Instruction; Student Characteristics; Tables (Data); Trend Analysis; Undergraduate Study

Based on surveys of departments of physics and astronomy in American institutions of higher education, this research and analysis looks at enrollments and degrees and reflects on continuing trends and changes in these fields. The survey was conducted during the fall and winter of 1993 and requested data on current undergraduate and graduate enrollments as well as degrees conferred during the previous academic year. These data are supplemented by information gathered from students and degree recipients themselves through separate student surveys. Findings include the following: (1) overall doctoral degrees continued to increase slightly while bachelor production remained relatively flat and indicators of potential declines have started to appear in enrollment data; (2) the enrollment level for students taking introductory physics remained stable at approximately 350,000 in recent years; (3) junior enrollment data (when most students must declare a major) showed a 2 education reform via an overview of systemic reform, a description of the Kentucky example, and an article, "Roadmap to Restructuring" (David T. Conley). In addition, there are features on "Federal Initiatives to Support Systemic Reform"; "What Goals 2000 Means for You"; "Education Reform Resource Organizations List"; "Education Reform Reading List"; "News from the ERIC System"; and "New Titles in Education." (DGM)

ED 376 796 IR 016 894

Technology for Education Act of 1993. Hearings on S. 1040 before the Committee on Labor and Human Resources. United States Senate. One Hundred Third Congress, First Session (Washington, D.C., July 21, 1993 and Albequerque, New Mexico, August 18, 1993).
PUB DATE- 93
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adoption (Ideas); *Computer Uses in Education; Educational Planning; *Educational Technology; Elementary Secondary Education; *Federal Legislation; *Government Role; Hearings; Higher Education; Teacher Education; Teaching Methods; *Technological Advancement
IDENTIFIERS- Congress 103rd; Proposed Legislation; *Senate Committee on Labor and Human Resources

Hearings were held on the Technology for Education Act of 1993 (S. 1040) to support systemic improvement of education and the development of a technologically literate citizenry and internationally competitive work force by establishing a comprehensive system through which appropriate technology-enhanced curriculum, instruction, and administrative support resources and services that support the national education goals and any national education standards that may be developed, are provided to schools throughout the United States. comprehensive way, the Act addresses issues related to the use of technology in education and gives it the high priority it deserves in educational planning. At the July hearings in Washington, a panel of educators focused on classroom success through technology, explaining what technology has done for them and providing eyewitness accounts of how technology opens opportunities for learning. A second panel of teachers and students provided hands-on demonstrations of some things that are currently available for classroom use. At the August hearings in Albuquerque, the same approach was used, with an introductory panel of educators and a second panel of teachers and students providing demonstrations. The bill provides a vision and strategy for technology at the federal level, with funding for equipment, teacher training, technical support, and incentives to develop the market for educational technology products. Prepared statements and supplemental material complement the statements of the more than 18 educators and students. (SLD)

ED 376 797 IR 016 895

Lambert, Steve; Howe, Walt
Internet Basics: Your Online Access to the Global Electronic Superhighway.
PUB DATE- 93
NOTE- 527p.
LANGUAGE- English

checklist of pass-fail skills. Children are also asked a question about their preference for the CD-ROM or print encyclopedia for their next research project. The results yield descriptive data on the skill mastery and preference. The project shows that ordinary fourth and fifth graders can benefit from electronic encyclopedia training, but that adequate training sessions were required to make the learning as efficient and effective as possible. The appendices consist of a letter of permission and a consent form, specification for the test of electronic encyclopedia skills, the question about encyclopedia preference, and data analysis tables and figures. (Contains 21 references. (DGM)

ED 376 816   IR 055 105

Library and Information Services Policy: A Forum Report (Washington, D.C., September 23-24, 1993).
PUB DATE- Sep 93
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Educational Planning; Higher Education; Information Services; *Information Technology; Library Cooperation; Library Education; *Library Services; Measurement Techniques; *Needs Assessment; *Policy Formation; *Technological Advancement; Urban Areas; User Needs (Information)

This report is the result of a meeting to consider the need for broad assessment of the fundamental changes in library and information services needed to keep pace with the electronic age. Participants agreed to plan for the establishment of an annual series of policy forum meetings for participants from a variety of disciplines to consider issues and developments in library and information services data needs. The forum focused on four papers addressing critical issues facing library and information services: (1) "Measuring the Impact of Technology on Libraries" (Martin Dillon); (2) "Multitype Library Collaboration: Measures of Implicit Impact" (Mary Treacy Birmingham); (3) "Information To Enhance Planning for Education for Library and Information Services Professionals: What Do We Need To Know?" (June Lester); and (4) "Statistical Support for Urban Library Services" (Eleanor Jo Rodger). Two appendices present a news release about the forum and an excerpt from "Libraries at Large," a 1969 publication of the Federal Institute of Library and Information Science. (SLD)

ED 376 817   IR 055 171

Information Literacy: A Position Paper on Information Problem-Solving.
PUB DATE- 93
NOTE- 6p.; Portions of this document were adapted from the Michigan State Board of Education's "Position Paper on Information Processing Skills" (1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; *Curriculum Development; *Educational Media; Elementary Secondary Education; Evaluation Methods; *Information Literacy; Integrated Activities; Library Skills; Postsecondary Education; *Problem Solving; School

survey elicited answers to a wide range of questions including reasons for use, charges and costs, service and quality, and direct patron use of document suppliers. Eighty-seven percent of the respondents used document suppliers, up from 74% two years prior. Fifty-six respondents recorded an increase in their use of document suppliers from the previous year. This growth can be attributed to the rising number of ILL requests, the existence of multiple pilot projects, the emergence of new suppliers, and enhanced services offered by existing suppliers. Materials submitted by the responding libraries, which make up the major part of the kit, are organized into sections containing survey results, selection policies and procedures, pilot projects, annual reports, evaluations and statistics, sample flyers, information about document delivery suppliers, and selected readings. (DGM)

ED 376 836 IR 055 306

Lathwell, Marie
The Reference Interview: Is It Essential in the Provision of Public Library Reference Service?
PUB DATE- Jun 94
NOTE- 36p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Higher Education; Librarian Attitudes; *Library Education; Library Surveys; *Public Libraries; Questionnaires; *Reference Services
IDENTIFIERS- Query Negotiation (Library Science); *Reference Interviews

The purpose of this study was to determine whether or not the reference interview is essential in the provision of public library reference service. A survey questionnaire was mailed to 125 small and medium sized public libraries throughout Ohio. The survey was administered in the spring of 1994 with a response rate of 56%. Respondents were asked questions regarding their education and training for the reference interview. While most of the respondents agreed that their reference courses included interviewing skills, an overwhelming majority agreed that they had learned to interview patrons on the job. The results of this study indicate that the reference interview is essential in the provision of public library reference service. While library schools emphasize the titles of specific reference sources, respondents agreed that it is more important for practicing reference librarians to know types of reference sources, as well as search strategies and methods, than it is to know specific reference titles. Library schools may want to consider these results in regard to curriculum design. Sixteen tables of data and a copy of the questionnaire are appended. (Contains 7 references.) (Author/BBM)

ED 376 837 IR 055 308

Williams, Jeffrey
Academic Libraries: 1992. E.D. TABS.
PUB DATE- Nov 94
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation

can be a major hazard, and insufficient emergency procedures training for staff is the largest concern, at 16.7% frequency (9 times) in the literature, followed closely by arson (8 times), locked or blocked exits (8 times) and defective exit signs (8 times). Harassment was found to be the largest crime threat, referred to 14 times in the literature, followed by assault (8 times) and arson (7 times). Having a clearly written safety policy and training staff on emergency procedures are important safeguards in minimizing safety concerns. The major health concerns reported in the literature were repetitive strain injuries (referred to 6 times), carpal tunnel syndrome (5 times), tendonitis (5 times), eye strain (4 times) and general stress (4 times). The following precautions were recommended to avoid these health problems: have "ergonomically" designed work areas, alternate tasks to prevent excessive repetitive motion and take frequent breaks. Two appendices include a supplemental bibliography and listings of all health and safety issues examined in the paper. (Contains 24 references.) (MAS)

ED 376 857   IR 055 339

Latimer, Carlos
Edward Christopher Williams and His Impact on Librarianship.
PUB DATE- May 94
NOTE- 49p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Black History; *Blacks; Black Studies; *Educational History; Higher Education; *Librarians; *Library Development; Library Education; *Library Schools
IDENTIFIERS- Case Western Reserve University OH; Historical Influences; Historical Research; Howard University DC; *Library History; Ohio Library Association

Edward Christopher Williams had a major impact on librarianship, not only as the first documented African American to graduate from a library school, but also as a developer of education for librarians and as an active member of the American Library Association (ALA) and the Ohio Library Association. This study used the historical methodology design to find causal connections of Williams' contributions to librarianship. Research involved the collection, classification and analysis of historical articles, letters, manuscripts, monographs, records, etc., based on primary resources from archival materials at Case Western Reserve University (Ohio) and Howard University (District of Columbia) and on secondary sources from periodicals and books. Williams' contributions to the profession included: (1) an important role in the establishment and development of the library school at Case Western Reserve University, (2) establishment of library training classes, versus a full-fledged library school (for which there was insufficient demand) and extensive collection development at Howard University, (3) great skill as a reference librarian and instructor in library education, (4) advisor to many library institutions, conferences and associations, and (5) aid in planning the first Negro librarian conference at Fisk University (Tennessee) in 1930. Although Williams may be remembered as the first African American to graduate from a library school, it is more important to remember him as a skilled librarian and an inspired educator whose accomplishments improved the institutions and students whom he served. (Contains 14 references.) (MAS) determined that EPCC's peer institutions would enroll from 17,000 to 30,000 students; enroll 40% to 90% Hispanic students; have a range of budgeted dollars from $50,000,000 to $90,000,000, with the restricted budget from 25% to 45%; have from 1,000 to 3,500 total employees; have a 15.1 to 30.1 ratio of students to faculty; and serve a community ranging from 450,000 to 900,000, being 50% to 90% percent Hispanic. Based on these factors, the 12 responding institutions were found to be peers of EPCC. The institution found to resemble most closely EPCC was Florida's Valencia Community College which fell within the range of all factors except for the percentages of Hispanic students and community members, while Arizona's Pima Community College was second, matching EPCC in five factors. A third group matching in four factors was composed of Austin (Texas), Los Angeles (California), North Harris (Texas), San Jacinto (Texas), St. Petersburg (Florida), and Tarrant County (Texas) Community Colleges. Finally, Hillsborough (Florida), Mesa (Arizona), and Saddleback (California) Community Colleges matched EPCC in only three factors, while Nassau Community College (New York) matched in only two areas. Tables of institutional characteristics are included. (KP)

ED 376 875 JC 940 645

Kahn, Robert; And Others
How To Plan a Conference for Student Scholars.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 94
NOTE- 65p.; An AACC Beacon College project, conducted in collaboration with Bergen Community College, Brookdale Community College, Catonsville Community College, Dutchess Community College, Harford Community College, Kingsborough Community College, Middlesex Community/Technical College, Nassau Community College, and Westchester Community College.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Conference Papers; *Conferences; Evaluation Criteria; Mentors; *Program Development; *Research Papers (Students); *Student Research; Teacher Role; Two Year Colleges
IDENTIFIERS- Beacon Conference for Student Scholars

Through a Beacon grant from the American Association of Community Colleges and the Kellogg Foundation, Rockland Community College, in association with nine other Mid-Atlantic community colleges, organized two conferences for student scholars at two-year colleges. Students were invited to submit papers in all disciplines (e.g., the humanities, social sciences, natural sciences, technical fields, and special areas such as creative writing, computer applications, and multicultural areas). The papers originated from classroom assignments or from independent student work conducted under the guidance of a faculty member. Prizes were awarded to both students and their faculty mentors. The 1993 conference received 99 submissions from 28 different colleges. Of these 41 were chosen for presentation, and 15 students and their mentors were awarded $100 cash prizes. Faculty judges from four-year institutions determined the prize-winning presentation in each subject-organized panel. This booklet explains the processes used by Rockland and the other participating colleges in organizing, 1993-94 progress reports are presented for the Board and 19 colleges in 10 districts, including statistical data on enrollments, staffing, and funds and descriptions of major accomplishments for the period. Data on student enrollment and enrollment trends for all the colleges are then presented for 1989-90 to 1993-94, and financial information is detailed for the same period, including the State Board budget for 1993-94. Information on programs of study is provided next, including a curriculum matrix and brief discussions of skills centers, tech prep initiatives, and federal vocational education funding. Finally, a directory of Board staff and lists of districts and colleges are provided. A statistical supplement provides tables of data for 1993-94 for the state's community colleges, covering student enrollment, income sources, expenditures, and numbers and types of certificates issued and staff employed. (KP)

ED 376 893 JC 940 666

Brutchin, Patricia; And Others
Using a Networked Mac Lab To Facilitate Learning in Art, Foreign Languages, and English.
PUB DATE- Nov 94
NOTE- 30p.; Papers presented at the Annual Meeting of the Conference on Information Technology of the League for Innovation in the Community College (10th, Houston, TX, November 13-16, 1994). Appendix A contains small, broken print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Commercial Art; Community Colleges; Computer Assisted Design; *Computer Assisted Instruction; *Computer Networks; Computer Software; *Course Content; *Language Laboratories; Program Descriptions; Second Language Learning; *Spanish; Teaching Methods; Two Year Colleges; Word Processing; Writing (Composition)
IDENTIFIERS- *Apple Macintosh

These presentations examine the use of a new Macintosh Lab in Commercial Art Technology, Spanish, and English Composition classes at Clark State Community College. The first paper describes the Commercial Art Technology program at the college, highlighting the use of the Mac Lab installed in September 1993 and discussing the Electronic Publishing, Layout II, Layout III, Computer Art, and Portfolio Development courses which are based on the lab. Benefits highlighted from the use of the lab include the opportunity for immediate feedback and student/instructor teamwork. The second presentation focuses on the use of the software, Aspects, via the lab in first- and second-year Spanish classes. This section indicates that groups of three to four students "converse" in Spanish on the network and that at the end of class sessions print-outs allow students to review grammar problems. Benefits described include the ability of students to grasp spelling faster and retain more vocabulary and of teachers to break away from traditional repetitive grammar exercises to allow more time for oral communication. The final paper discusses the goals and benefits for students and teachers of using the lab in English Composition, including providing students with word-processing experience and experience with a decentralized, collaborative classroom; providing teachers with a new way to use anonymous, conferenced peer editing; and, in general, more collaboration among students. Student art samples and information on software college site in the district, including 1990 Census figures, population estimates for 1993, and projections for 1998 for a 5- and 10-mile radius from the college. Tables of projections for the district from 1990 to 2010 are then presented, including population, growth in numbers of households, and employment growth. A map of district census tracts and tables of district population, household, and job growth from 1990 to 2010 by tract are then provided. Finally, tables showing projected population growth and growth by race/ethnicity within 5 and 10 miles of CoC are presented for 1990 to 1998. Highlighted findings include the following: (1) 1990 census data indicate that the district serves 151,052 people, while SCAG is projecting that by 2010 the district will serve 482,102; (2) predicted growth in households is from 48,196 in 1990 to 137,854 in 2010; and (3) a 148% increase in employment is predicted by the year 2010. (KP)

ED 376 911 JC 950 020

Wm. S. Hart Union High School District Students at College of the Canyons.
PUB DATE- Feb 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Enrollment; Feeder Patterns; *Grade Point Average; *High School Graduates; High Schools; Mathematics Tests; *Outcomes of Education; Reading Tests; *Scores; Student Placement; Two Year Colleges; Two Year College Students; Writing Tests
IDENTIFIERS- College of the Canyons CA; William S Hart Union High School District CA

Designed to provide information to articulation planners and present an indicator of total enrollment, this report presents data on the flow of students from Hart Union High School District to College of the Canyons (CoC), in California. The first section provides data for 1990-91 and 1991-92 on the number of Hart graduates and the percent by gender and ethnicity enrolling in CoC within 1 year of graduation, indicating that 1,472 students graduated from Hart in 1992, while 597 enrolled in CoC. Section 2 details the preparation of fall 1992 Hart graduates, including self-reported high school grade point averages (GPA's) of new first-time students compared to students from other California school districts; self-reported grades in last English and math classes; and mean scores on reading, writing, algebra readiness, intermediate algebra, and pre-calculus tests. The third section describes outcomes of Hart graduates at CoC as of spring 1993, including mean grade point average of Hart students compared to other students at CoC by total units attempted and by high school of origin. Finally, section 4 presents information on degrees and certificates awarded to Hart graduates from 1990 to 1993 by high school of origin and by discipline. Appendixes provide descriptions of the reading, grammar, and mathematics placement tests used at CoC. (KP)

ED 376 912 JC 950 021

Student Equity Indicators Report.
PUB DATE- Mar 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

Preschool Education; Teaching Methods; *Thematic Approach; *Units of Study
IDENTIFIERS- *Pets

A theory of thematic curriculum emerged during the development of a thematic unit on pets, entitled "Pets and Me." The unit, intended for preschool through grade five, focuses on the human-animal bond, incorporating language arts, math, science, social studies, physical education, art, and music activities. "Pets and Me" was developed, field-tested, and published by a group of educators that included two education department faculty, eight preschool and elementary school teachers, and a veterinary school faculty member. An analysis of the data collected during the unit's development led to the differentiation of three distinct constructs: (1) facts and information; (2) topics; and (3) themes. Each of these constructs plays a different role in children's learning. Facts focus on basic information and on narrowly defined ideas understood as discrete items. Topics provide a context for facts and information, and present a way of organizing discrete bits of information into classes of experiences recognizable by scholars within traditional disciplines. Themes, defined as broad existential questions, transcend disciplines, allowing learners to integrate the information and topic within a context of the full range of human experience. (Contains 19 references.) (MDM)

ED 376 930 PS 022 582

McLachlan-Smith, Claire
Developing Literacy at Kindergarten: An Examination of Teacher's Beliefs and Practices.
PUB DATE- Oct 93
NOTE- 31p.; Paper presented at the Annual Meeting of the Australia and New Zealand Conference on the First Years of School (5th, Perth, Western Australia, Australia, October 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Techniques; *Educational Attitudes; Educational Environment; Foreign Countries; *Kindergarten; *Literacy; Parent Education; Preschool Education; *Preschool Teachers; *Teacher Attitudes; *Teacher Role; Teaching Methods
IDENTIFIERS- *New Zealand

This study examined New Zealand kindergarten teachers' perceptions or implicit theories of their role in children's learning, the nature of their curriculum, and how they perceived children as learners. Twelve head teachers of urban kindergartens were interviewed on the basis of Carr and Kemmis' (1983) seven categories of teacher knowledge: (1) common sense; (2) folk wisdom; (3) skill knowledge; (4) contextual knowledge; (5) professional knowledge; (6) educational theory; and (7) social and moral theories and general philosophical outlook. Case studies were generated from the interviews and verified by the participants. Four non-mutually exclusive themes that emerged from the interviews are discussed in separate sections. Teachers perceived their role as: (1) making up a gap or deficit; (2) providing an environmental, asking questions, and encouraging experimentation; (3) teaching skills; or, (4) being an expert/parent educator. Extensive quotes from the interviews are included in each section. The way that teachers conceptualize the purposes and outcomes of their curriculum is discussed in terms of four emerging themes: free play/enriched

Role; Foreign Countries; Modernization; *Parent Child Relationship; Preschool Education; *School Role; *Socialization; Socioeconomic Status

IDENTIFIERS- *Caribbean; Jamaica

This paper discusses the socialization within the family and school in Jamaica and other Caribbean nations. It examines the characteristics of Caribbean families, citing the effects of high levels of poverty and teenage pregnancy on family life. Child rearing practices, especially among the lower-class, emphasize discipline, corporal punishment, and an authoritarian parent-child relationship. Another factor affecting childhood socialization is the practice of having children reside with relatives or other families if the mother is unable or willing to care for the child due to occupational or other reasons. Children learn gender roles through the observation of the traditional male-female roles assumed in Caribbean families. The effects of the day care, preschool, and elementary school environments on childhood socialization are also examined, as well as the effects of economic development and modernization. The paper concludes that the socialization of children in the Caribbean has become a very complex process, with children being exposed to conflicting influences. (Contains 40 references.) (MDM)

ED 376 950 PS 022 751

Hudley, Cynthia Ann

Attribution Retraining and Behavior Change among Highly Aggressive and Nonaggressive African-American Boys.

SPONS. AGENCY- California Univ., Los Angeles. Afro-American Studies Center.; Ford Foundation, New York, N.Y.

PUB DATE- Apr 94

NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-6, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Aggression; Antisocial Behavior; At Risk Persons; *Behavior Change; Behavior Problems; Blacks; *Black Students; Elementary Education; *Elementary School Students; *Interpersonal Competence; Intervention; *Males; Program Descriptions; Program Development; Responses; Social Cognition

IDENTIFIERS- African Americans; *Social Information Processing

Biased social information processing has been solidly linked to aggressive behavior in children. Additionally, attributional tendencies, the tendency to overattribute deliberately hostile intentions to others, have been shown to distinguish aggressive and nonaggressive male youth. In order to reduce aggressive males' tendency to attribute hostile intentions to peers following ambiguous, negative interactions, an attribution retraining program was implemented in an urban, public elementary school. Subjects, 101 aggressive and nonaggressive African American boys in grades three through five, were randomly assigned to the attributional intervention, to an attention training program, or to a control (no treatment) group. Subjects' reaction to hypothetical peer provocation, teacher ratings of subjects' aggressive behavior, and referrals for formal disciplinary action were assessed and evaluated for statistical and clinical significance. Compared to subjects in the control or attention training groups, aggressive subjects in the attributional intervention group showed significant reduction in bias to attribute hostile intent. These subjects

IDENTIFIERS- Singapore

A study investigated parents' perceptions of the quality of kindergarten education in Singapore. Subjects (437 parents from 10 kindergartens) responded to a survey on reasons for wanting their children to attend kindergarten and their choice of kindergarten. Responses were categorized according to: (1) socioeconomic characteristics of the parents; (2) factors in the choice of kindergarten such as qualified staff, good facilities, individual attention, a strong academic program, emphasis on language learning, and a good academic reputation; (3) choice between private and government-aided kindergartens; (4) parents' reasons for sending children to kindergarten; and (5) parental expectations. Findings indicated that parents generally had a fairly definite idea of the kind of kindergarten education they wanted for their children, and revealed that: (1) parents in Singapore value kindergarten education for exposing their children to a structured learning situation; (2) all parents regarded preparing children for school (acquiring basic cognitive skills and language competencies) as the most important function of kindergarten; (3) most parents considered quality more important than personal convenience or financial commitment; (4) parents from the high SES group favored private kindergartens while those from the low SES favored government-aided kindergartens; (5) high SES parents rated cognitive skills, social skills, and discipline training as more important than did low SES parents; and (6) socioeconomic factors had varying effects on parents' kindergarten decisions and expectations. (AA)

ED 376 969 PS 022 812

Luyten, Hans; Van der Hoeven-van Doornum, Anneke
Classroom Composition and Individual Achievement: Effects of Classroom Composition and Teacher Goals in Dutch Elementary Education.
PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; Academic Achievement; *Classroom Environment; Elementary Education; Foreign Countries; High Achievement; Homogeneous Grouping; *Intelligence Differences; Intelligence Quotient; Low Achievement; Socioeconomic Background; Student Characteristics; *Student Educational Objectives; Teacher Attitudes; *Teacher Expectations of Students; Teacher Student Relationship
IDENTIFIERS- Netherlands; *Rational Decision Making

This study investigated the effects of classroom composition on achievement. The analysis focused on the assessment of classroom homogeneity with respect to the socioeconomic background and general intelligence of the students. In addition, the extent to which classroom composition affects the standards the teachers employ and how these standards can account for the effects of classroom composition were examined. Two different data sets were analyzed: the first, which contains information about a national sample of 212 elementary schools, was used to assess the effects of classroom composition; the second data set, which contained information about a sample of 51 schools from four regions in the East and South of the Netherlands between May 1986 and June 1988, was used primarily to test whether teacher goals can account for the effects of classroom composition. The results suggested that: (1) an increase in classroom homogeneity may lead to a attachment. Chapter 3 discusses the question of whether non-maternal (and sometimes non-parental) child care is harmful to infants. Chapter 4 examines research employing a broader approach which takes into account the effects of family environment when studying the effects of non-maternal care. Chapter 5 contains a description of Head Start and other early intervention programs designed to improve the educational opportunities and well-being of children from disadvantaged backgrounds. Chapter 6 explores the conclusion that child care is not a substitute for home care, but rather provides children with experiences in a different setting. Contains approximately 240 references. (MDM)

ED 376 988 PS 022 894

Erickson, Judith B.
Kids Count in Indiana: 1994 Data Book.
PUB DATE- 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Advocacy; At Risk Persons; Child Abuse; Child Neglect; *Children; Crime; Dropout Rate; Elementary Secondary Education; Human Services; Infants; Population Trends; *Poverty; Poverty Programs; Social Indicators; *Sociocultural Patterns; State Legislation; *State Norms; State Programs; State Surveys; Statistical Data; Substance Abuse; Violence; *Well Being; *Youth Problems
IDENTIFIERS- *Indiana

This booklet provides data on a series of related measures of child and family well-being in Indiana, following national guidelines established by the Kids Count project to help Americans better understand the problems faced by children and adolescents and to foster greater commitment to improving outcomes for vulnerable children and their families. It provides data regarding: (1) Indiana's Children and Their Families (population, ethnicity, households); (2) Economic Well-Being (poverty rates, service program utilization, such as Aid to Families with Dependent Children, food stamps, Medicaid, health insurance, and housing affordability); (3) Child Abuse and Neglect (fatalities, the Child Welfare system, and out-of-home placements); (4) Education (high school graduation, dropouts, and retention); (5) Mental Health; (6) Prenatal Care and Low Birth Weight Babies; (7) Infant, Child, and Teen Deaths; and (8) The Teen Years (sexuality, pregnancy, crime, and substance abuse). An appendix includes information on data sources and 11 tables that provide county-level data on population, children in households, poverty, unemployment, child abuse and neglect, education, pregnancy and birth, deaths, crime, and juvenile justice in Indiana. (Contains 84 references.) (MDM)

ED 376 989 PS 022 897

Ready To Learn Act. Hearing on S. 3134 of the Committee on Labor and Human Resources. United States Senate, One Hundred Second Congress, Second Session and Ready To Learn Act, Public Law 102-545.
PUB DATE- 5 Aug 92
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

annotation. Also included are indexes by author and subject and information about interlibrary loan from the National Agricultural Library. (LP)

ED 377 006 RC 019 880

John, Patricia La Caille
Rural Leadership: January 1984 - May 1994. Quick Bibliography Series: QB 94-45. Updates QB 93-51.
PUB DATE- Aug 94
NOTE- 40p.; Updates ED 364 391.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Community Development; *Community Leaders; Economic Development; Elementary Secondary Education; *Leadership; *Leadership Training; Program Development; Resource Materials; *Rural Areas; *Rural Development; Rural Education; Rural Extension; Small Towns
IDENTIFIERS- *AGRICOLA

This bibliography contains 135 entries related to rural and community leadership. The entries were derived from the AGRICOLA database produced by the National Agricultural Library and include journal articles, extension bulletins, books, conference papers, and government reports. Entries cover such topics as community development, community leadership, educational programs, leadership, leadership training, local government, extension activities, program development, rural areas, rural communities, rural development, and teaching materials. Each entry includes title, author, publisher, publication date, journal or conference information (where appropriate), language, descriptors, and the National Agricultural Library call number. Some entries contain an abstract. Also included are indexes by author and subject and information about interlibrary loan from the National Agricultural Library. (LP)

ED 377 007 RC 019 883

Stammen, Ronald M.
Governance Issues: State Educational Telecommunications Council.
PUB DATE- 15 Oct 94
NOTE- 14p.; Paper presented at the Annual Rural Education Research Forum of the National Rural Education Association (Tuscaloosa, AL, October 14-15, 1994). Maps may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Computer Mediated Communication; *Computer Networks; Computer Uses in Education; *Distance Education; Educational Media; Educational Television; Elementary Secondary Education; Information Services; Interactive Television; *Interactive Video; Online Systems; Public Television; State Surveys; *Telecommunications
IDENTIFIERS- *North Dakota; *Telecommunications Policy

This paper describes North Dakota's distance-education telecommunications infrastructure, and examines the opinions of school administrators about technology needs, usage, and funding. In North Dakota, every school district has access to a computer-mediated telecommunications network, SENDIT, which is bridged to Internet connections through the statewide higher education network. The state government is currently installing

Teacher Attitudes
IDENTIFIERS- Arizona; Washington

Rural counties are among both the most and the least ethnically diverse, conditions that offer different but equally compelling rationales for multicultural education. Diverse communities need to acknowledge their cultural wealth, creating community structures that respect differences and build on the strengths of each culture. Homogeneous communities need to import diversity, creating structures to explore how to function with cultures different than their own. Pilot projects in eight rural schools in Washington and Arizona demonstrate the different community contexts in which multicultural reform must act. In two elementary schools with rapidly growing Hispanic populations, change strategies have involved extensive staff development and efforts to increase parent participation. Three American Indian schools are integrating their own cultures into the curriculum while connecting students to other cultures through student and teacher exchanges with each other and with two other project schools having primarily Anglo populations. In addition to the exchanges, the two Anglo schools are offering students, parents, and staff a menu of opportunities to increase multicultural awareness. Teachers at an ethnically diverse high school are focusing on making all students feel a valued part of the school. These schools have followed similar patterns of evolution, which begins as teachers deepen their cultural awareness within the context of ongoing school projects, and proceeds to a change in the overall school culture. Contains 53 references and 16 organizations offering additional information on multicultural education. (SV)

ED 377 024 SE 053 166

Bonhotal, Jean F.; Krasny, Marianne E.
Composting: Wastes to Resources. 4-H Leader's/Teacher's Guide.
PUB DATE- Apr 90
NOTE- 64p.; Oversize posters reproduced in sections.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Recycling; Solid Wastes; *Student Projects; *Waste Disposal; Worksheets
IDENTIFIERS- *Composting

This guide is designed for adult volunteer leaders, camp counselors, and teachers who want to set up composting projects with youth. Five sections explore: (1) an introduction to composting with illustrated instructions for making compost; (2) different methods of composting and structures needed for various composting systems; (3) how to identify and fix problems in compost piles using a problem-solving exercise worksheet; (4) six ideas for what can be done with compost; and (5) a series of six compost investigations with student worksheets. Each teacher reproducible investigation covers one or more "compost concept." Concepts include the importance of air, microorganisms, soil animals and compost food chains, organisms that break down wastes, biodegradable and nonbiodegradable wastes, air and size of wastes, and wastes as resources. Investigations involve students in observing, collecting data, recording data, and analyzing results. Additional reproducible worksheets contain a compost project record sheet and designs for different composting systems. Two posters illustrate how composting works and composting instructions. Black-and-white illustrations make instructions permission slip covering activities for the entire year; sample program for a PTA meeting; sample environmental study forms; sample self-evaluation vehicle; student tasks to help develop awareness about community and the skills needed for getting and using information; a sample environmental problem study; learning skills types; sample problem team report form; the force-field approach to problem solving; principles and conditions of learning; and the annotated curriculum activities guide series. (LZ)

ED 377 046 SE 055 404

Wasserman, Pamela; Scullard, Anne
Counting on People: Elementary Population and Environmental Activities.
PUB DATE- 94
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; Educational Games; Elementary Education; *Elementary School Curriculum; Environment; *Environmental Education; Interdisciplinary Approach; *Population Education; Problem Solving; Teaching Guides
IDENTIFIERS- Environmental Impact

This activity book serves as a primer on population dynamics and environmental impacts. It is designed to show young students their connections to other people, all living things, and the environment that surrounds them. While the kit is designed for use with students in grades 1-6, many of the activities are more appropriate for upper elementary students in grades 4-6. The book may be used as an entire curriculum or to select individual activities which fit curriculum priorities and teaching style. All of the activities are interdisciplinary, especially combining science, social studies, and math. Activity formats include games, simulations and role playing, lab studies, problem-solving challenges, cooperative learning activities, riddles, story analysis, library research, guided imagery, community service, and art projects. Each chapter begins with a teacher's introduction followed by a poem, song lyrics or excerpts from popular stories. All of the 41 activities outline the concept covered, student objectives, subject areas, skills used, materials needed, activity procedure, discussion questions, and follow-up ideas. A number of the activities contain teacher reproducible student worksheet masters. A concluding chapter includes word games which reinforce the concepts and vocabulary found in the activities. (LZ)

ED 377 047 SE 055 410

Making a Difference.
PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Behavior Change; Elementary Secondary Education; Environmental Education; *Pollution; *Population Education
IDENTIFIERS- *Environmental Action; *Environmental Issues

Achieving a balance of resources, population and the environment is a major challenge. This booklet offers specific things that complete the project. Nine activity sections involve students in: (1) exploring background information; (2) mapping watersheds; (3) researching water quality impacts associated with farm or ranch sites; (4) consulting with an expert; (5) choosing a service project; (6) creating an action plan; (7) tracking project progress; (8) measuring and recording results; and (9) brainstorming additional projects. Activities provide background and procedural information, as well as worksheets and discussion questions. Sidebars highlight key vocabulary. The guide contains an application for a Youth Earth Service Award and advice on how to create partnerships with community organizations. (LZ)

ED 377 070 SE 055 459

Give Water a Hand. Home Site Action Guide. Organizing Water Conservation and Pollution Prevention Service Projects in Your Community.
SPONS. AGENCY- National Fish and Wildlife Foundation.
PUB DATE- 94
NOTE- 34p.; Additional funding provided by Church & Dwight Co., Inc. For related documents, see SE 055 455-459.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activism; Citizen Participation; *Conservation (Environment); Drinking Water; Environment; *Environmental Education; Instructional Materials; Intermediate Grades; Junior High Schools; Pollution; *Student Projects; Study Guides; *Urban Areas; Water; *Water Quality; Water Resources
IDENTIFIERS- Environmental Action; Watersheds

Students grades 4-8 can use this guide to explore the topics of water and water conservation within the home while conducting an environmental community service project. Youth groups, led by a group leader, work with local experts from business, government, or environmental organizations to complete the project. Nine activity sections involve students in: (1) exploring background information; (2) mapping watersheds; (3) researching water quality impacts associated with the home; (4) consulting with an expert; (5) choosing a service project; (6) creating an action plan; (7) tracking project progress; (8) measuring and recording results; and (9) brainstorming additional projects. Activities provide background and procedural information, as well as worksheets and discussion questions. Sidebars highlight key vocabulary. The guide contains an application for a Youth Earth Service Award and advice on how to create partnerships with community organizations. (LZ)

ED 377 071 SE 055 460

H.R. 3254-The National Science Foundation Authorization Act. Markup before the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Third Congress, Second Session.
PUB DATE- 23 Mar 94
NOTE- 86p.; Title page varies slightly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-

Religious Freedom: Belief, Practice, and the Public Interest. Public Issues Series.
PUB DATE- 91
NOTE- 77p.; Accompanying 8-page "Teacher's Guide" is appended.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; Constitutional Law; *Controversial Issues (Course Content); Discussion (Teaching Technique); Law Related Education; *Religion Studies; *Religious Conflict; Role Playing; Secondary Education; *Social Studies; State Church Separation; Teaching Guides; Units of Study
IDENTIFIERS- First Amendment; Public Interest; *Religious Freedom; United States Constitution

This booklet is part of a series of units designed to encourage students to take positions on issues of religious freedom. In an introductory section, the document provides background information on the series and on the history of religious freedom in the United States, then explains how students should approach the issues raised in the text. The document goes on to explore what constitutes a religion and what is religious freedom. Students also examine the role of the First Amendment to the U.S. Constitution and the difference between religious freedom and religious tolerance. A concluding section, "Review, Reflection, and Research," explores issues in greater detail and calls for deeper exploration of the issues surrounding religious freedom. Each section presents challenging questions on religious issues and calls upon students to assume roles, take positions, and defend viewpoints. The accompanying Teacher's Guide focuses on the following organizing questions: (1) What is religion? What is religious freedom?; (2) What is the proper relationship between religion and government?; and (3) What limits should be placed upon the free exercise of one's religious beliefs? Can religious toleration be enforced? Value issues are implicit in legal and constitutional issues because the best justification for laws is that they should improve the well being of society. This teacher guide suggests one way to approach the unit on religious freedom. The guide includes instructions on preparing to teach the unit, introducing the unit, defining religion and religious freedom, and discussing the First Amendment, and religious toleration. Issues are grouped as ethical or value issues, definitional issues, and fact explanation issues. The exercises suggested include writing, research, and discussion. A bibliography and student handouts are included. One handout is on purposes and skills of discussion. The other is a list of discussion rating scales with seven categories. (SG)

ED 377 089   SO 023 556

Singleton, Laurel R., Ed.
The New Deal: Government and the Economy. Public Issues Series.
PUB DATE- 90
NOTE- 77p.; Accompanying 8-page "Teacher's Guide" is appended.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Capitalism; Discussion (Teaching Technique);

(055)
DESCRIPTORS- High Schools; *High School Students; *Interviews; Journalism Education; *Life Events; *Local History; *Personal Narratives; Social History; Social Studies; *Student Publications
IDENTIFIERS- *Texas

Produced by Gary High School (Texas) students, this issue presents three articles on individuals who share stories about their lives in Texas. In the first article, "Henry Earls, 100 and Still Going Strong" (Darin Baker; Joe Ritter; Michelle Mims), Earls, a resident of Timpson (Texas), describes his work in a sawmill as a youth, his mother's cow chip tea, his life as a farmer, and his witnessing of the Ku Klux Klan in action. In the second article, "Clotille Nutt, Versatile Friend" (Teri Alexander; Stacy Templeton; Grant Stephenson), Nutt, a resident of Carthage (Texas), tells stories of her life chopping cotton and working on her farm. In the final article, "Sandra Youngblood" (Sabrina Wilkerson; Joann Jones), Youngblood, a resident of Gary (Texas), provides stories of her childhood and how it differed from current student experiences that she observes during her work in the Gary High School cafeteria. (CK)

ED 377 107   SO 024 392

Singleton, Amy; And Others
Famous Citizens of Panola County Texas.
PUB DATE- 90
NOTE- 65p.; Published by Loblolly Inc., students at Gary High School, Texas.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Biographies; High Schools; *High School Students; *Interviews; Journalism Education; Life Events; *Local History; Oral History; Personal Narratives; Social History; *Student Publications
IDENTIFIERS- Ritter (Tex); *Texas

Created by Gary (Texas) High School students, this publication presents articles about Tex Ritter and Audie Hestilow. The first article, "Tex Ritter's Early Days," provides information on the early life of Tex Ritter gathered through an interview with Earl Cariker, a biographer of Tex Ritter, and through newspaper articles. Earl Cariker describes the Murvaul (Texas) and Gary (Texas) communities in which Tex Ritter grew up. The second article, "Audie Hestilow," presents an interview with Audie Hestilow that was conducted by Lynn Burlbow. Hestilow, a barber, met Bonnie and Clyde one night while they were escaping from the police. While Audie Hestilow was a barber with the army in California, he became friends with Norma Jean Baker who would later be known as Marilyn Monroe. After the army, Hestilow established a barber shop in Austin (Texas) where he continues to work. (CK)

ED 377 108   SO 024 419

Bjerstedt, Ake
Immigrant Students as a Resource, Multicultural Education, and Preparedness for Peace. Peace Education Miniprints No. 59.
PUB DATE- Mar 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

assigned the roles of either referees, league administrators, or criminal prosecutors and asked to propose solutions to several hypothetical violent episodes. In the coach's column, a regular feature, Andy Schwich describes the charitable activities of Dodger's pitcher Orel Hershiser and his nomination for the Roberto Clemente Award for outstanding achievement on and off the field. An article on the outreach activities of Los Angeles sports teams describes a midnight basketball league, educational support programs, and community youth support programs. In an interview, retired Los Angeles Raider's safety, Mike Davis, describes his activities as executive director of the NFL Youth Education Town, which encourages inner-city athletes to focus on their education. (JD)

ED 377 128 SO 024 612

Wronski, Todd
Explaining Our Dreams: The Artist's Role in the Evaluation of Educational Arts Programs.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Art Education; *Artists; Elementary Secondary Education; Evaluation Methods; Evaluators; *Fine Arts; Mission Statements; *Program Evaluation

As educators become increasingly subject to accountability pressures, maximizing the worth of evaluation is a prudent and realistic stance. This paper suggests useful and valid art program evaluation models: (1) Stufflebeam's (1971) CIPP (context, input, process, and product) model; (2) Stake's Countenance Model (responsive evaluation); (3) McClean's (1975) model which looks at total school content as context for the arts; and (4) Kushner's (1987) open conversations with audiences and participants as a qualitative evaluation model. The staff of an arts program undergoing outside evaluation should: (1) clarify general goals of the program and articulate a philosophical vision unifying the program staff as much as possible behind these goals; (2) take an active role in the selection of an evaluator; (3) clearly articulate the program to the evaluator; and (4) help the evaluator make an accurate translation of artistic concepts into the final report language. Articulation and accountability of the art program may result in increased recognition for the arts. Contains 16 references. (MM)

ED 377 129 SO 024 613

Armstrong, Carmen L.
Designing Assessment in Art.
PUB DATE- 94
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Behavioral Objectives; Curriculum Based Assessment; Curriculum Development; Curriculum Evaluation; Discipline Based Art Education; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; *Measurement Objectives; Student Evaluation; Test Construction; Test Content; Test Format;

*Southern Cross University (Australia)

This paper describes the school-based internship program developed at the Southern Cross University in New South Wales, Australia. Arrangements are described for interns' time spent in classrooms, collaborative teaching strategies which underpin intern placements, the security which supports interns' practice, and approaches to integrate their practice with university studies. Processes of appraisal of interns' development are explained, and the potential professional development of cooperating teachers brought about by mentoring interns is examined. The internship program, which is the central component of the Bachelor of Teaching (Primary) course, is characterized by: a partnership between the university and schools, whole-day experiences in schools each week for paired interns in supportive classrooms, and explicitly integrated study and practice. The internship arrangements were developed specifically to remove the abstruse in initial training and to effect more explicit and thereby improved teaching by graduates. (JDD)

ED 377 148 SP 035 544

Mitchell, Jim
An Exploratory Analysis of the Substantive Aspects of the Feedback Phase of the Supervisory Cycle.
PUB DATE- Jul 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Cooperating Teachers; Elementary Secondary Education; *Feedback; Foreign Countries; Higher Education; *Practicum Supervision; *Preservice Teacher Education; Secondary Education; Social Sciences; Student Teachers; *Student Teaching; *Supervisory Methods; Teacher Role
IDENTIFIERS- Australia; University of Canberra (Australia)

This study involved case studies of six secondary social science associate teachers and their allotted student teachers (enrolled at the University of Canberra, New South Wales, Australia) to examine aspects of the post-observation annual meeting or feedback phase of the practicum supervisory cycle. The content of the feedback was found to focus on six areas, with the following percentage frequency of occurrences across cases: lesson presentation (30 percent), classroom management (22 percent), knowledge of classroom context (17 percent), lesson planning (13 percent), knowledge of content (10 percent), and teacher self-image (7 percent). Associate teachers' main concern in relation to classroom management was to identify and remediate perceived classroom control deficiencies. Associate teachers attempted to equip student teachers with a comprehensive knowledge base relating to the class as a whole and the groups and individuals within it. They also attempted to develop and maintain the student teachers' self-image. (Contains 10 references.) (JDD)

ED 377 149 SP 035 545

Whyte, Barbara
Professional Practice Courses at the University of Waikato: The Theoretical Component.
PUB DATE- Jul 94

from personal experience, selecting a particular form for a specific audience, and including elements of language and style in writing. Students kept writers' notebooks and selected pieces to turn into projects for a particular audience, the teacher made extensive use of literature as examples of good writing, and the teacher established a time of the day devoted exclusively to writing. The teacher had participated in the Teachers College Writing Project for 4 years, which included extensive inservice training and on-site trainers in the classroom. Thus, the teacher had a particular view of good writing that included choosing topics of a personal nature, writing for a particular audience, and including imagery and figurative language. Successfully conveying her expectations, most students were able to weave these features into their writing. However, her image of good writing may have been powerful enough to interfere with innovative goals of process writing. Appendices contain samples of three students' writings. (Contains 20 references.) (JDD)

ED 377 167 SP 035 600

Chazan, Daniel
Algebra for All Students? Craft Paper 94-2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Algebra; College Preparation; *Educational Methods; Educational Policy; High Schools; High School Students; Learning Problems; Low Achievement; Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; *Relevance (Education); *Required Courses
IDENTIFIERS- Holt Public Schools MI

This paper brings a teacher's perspective to bear on recent policy initiatives requiring all high school graduates to complete an Algebra One course. The paper is based on the teacher's experience in teaching high school students who have not been successful in mathematics, at Holt High School in Michigan. The teacher is caught between a desire to provide students in a lower track class with access to mathematics, which plays an important role in providing opportunities for a college education, and students' questions about why study algebra. This leads the teacher to rethink his own understanding of algebra and his approach to teaching the subject. The teacher becomes convinced of students' sense-making abilities in mathematics, but is dismayed by the complexity of the task of working with the class as a social unit. The paper finds that the current algebra curriculum is deeply flawed and makes it impossible for many students to study successfully. An alternative view of the central objects of study in algebra is explored, one that suggests connections between algebra and calculations with quantities that are performed repeatedly in everyday work situations. (Contains 35 references. (JDD)

ED 377 168 SP 035 601

Malenka, Margaret M.; Smith, Stephen P.
Public Knowing and Private Understanding: Two Views of Reading and Teaching Literature.

Education (UE) Project at Research for Better Schools, focuses on the teaching and learning requirements of urban students as the core of systemic education reform. The purpose of this paper is fourfold: first, to describe the ULF; second, to share experiences encountered when introducing the ULF knowledge base to a school district by describing a staff development program and reviewing a study of it; third, to analyze the dilemmas encountered in implementing the ULF knowledge base--especially those related to teachers' beliefs; and fourth, to suggest issues and questions requiring further research and investigation. The document is organized into the following sections: (1) a rationale for urban-focused restructuring; (2) new mind sets on culture and intelligence: the foundation of the ULF; (3) the ULF knowledge base; (4) the ULF staff development program in a Mid-Atlantic region school district; (5) training follow-up; (6) a study of the ULF staff development program; (7) study results; (8) discussions; and (9) issues for further investigation. The study results section examines: the overview program: a shift in perspective; Theme 1: cultural diversity and learning; Theme 2: unrecognized abilities and underdeveloped potential; Theme 3: enhancing ability development through motivation and effort; Theme 4: resilience; change; challenges to teachers' beliefs; and the efficacy to make needed changes. (Contains 51 references.) (LL)

ED 377 185 SP 035 625

Powers, P. J.; Harris, Larry B.
An Analysis of Teacher Readiness at a Comprehensive State College Based on National Perceptions.
PUB DATE- Oct 91
NOTE- 28p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (9th, Jackson, WY, October 5, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Administrators; Attitude Measures; Cooperating Teachers; Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; National Surveys; *Readiness; Schools of Education; *Student Teacher Attitudes; *Student Teachers; *Teacher Attitudes; Teacher Education Programs; *Teaching (Occupation)
IDENTIFIERS- Preservice Teachers; Research about Teacher Education Project; Wayne State College NE

Consistent with education reform, Professional Education Units (PEUs) are engaged in a re-examination of teacher education. This study was conducted by the PEU at Wayne State College (Nebraska) to examine perceptions of readiness for teaching by 74 preservice teachers in their first education course, 81 teacher education students in their student teaching semester, 21 cooperating teachers, and 36 public school administrators. For purposes of investigation, a 20-measure instrument was adapted from the national Research about Teacher Education (RATE) survey. Results indicated that teacher education programs which were directly supported by a PEU knowledge base had positive reactions to the program from all populations. Data suggested that beginning preservice teachers' perceptions were extremely positive and optimistic about teaching, and that student teachers were apprehensive about independently initiating their professional preparation in real school environments. These data were also reinforced by school

IDENTIFIERS- Arlington Public Schools VA; Content Area Teaching; *Two Way Bilingual Education

The curriculum guide for a Spanish two-way partial immersion program in the Francis Scott Key Elementary School (Arlington, Virginia) is designed as a reference for parents and teachers. It presents information, instructional objectives, and activities in the form of integrated instructional units for grades K-4. Introductory sections outline: the goals and philosophy of the program; program guidelines for classroom management, learning processes, and cognitive and language development; suggestions to parents of participating students concerning their role and involvement; concepts and skills addressed throughout instruction in English and Spanish language arts and mathematics; and objectives of the use of learning centers. A series of curriculum units follows, each containing an overview, listings of concepts and objectives, a variety of class activities, suggestions for instructional materials, learning center activities, and vocabulary. Unit topics include: living things (plants); uses of senses; needs of people; communities; holidays; food chains and webs; and the solar system. Notes on testing, lists of useful expressions, Spanish songs and poems, and a grade 4-5 unit on rocks and minerals complete the guide. (MSE)

ED 376 742 FL 800 713

Bello, Tom
44 Ways To Integrate Telephone Messages in an Adult ESL Curriculum.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Audiotape Recordings; Class Activities; Classroom Techniques; Course Content; Curriculum Design; Daily Living Skills; Educational Needs; *English (Second Language); Field Trips; Idioms; *Information Seeking; *Interpersonal Communication; Learning Strategies; Legal Problems; *Listening Skills; Literacy Education; Needs Assessment; Second Language Instruction; Skill Development; Story Telling; *Telephone Usage Instruction; *Tourism; Vocabulary Development; Weather
IDENTIFIERS- *Answering Machines

An approach to adult English-as-a-Second-Language (ESL) teaching that incorporates everyday telephone use skills is described, and a series of related class activities is outlined. The discussion begins with a method and form for assessing student needs and learning styles. Subsequent sections present specific activities in several categories: getting weather information; getting information about tourist destinations or other places; gaining information about legal requirements and services; telling stories; and leaving a message on an answering machine. Each group of activities begins with preliminary exercises and continues with more advanced or complex activities. The final section provides encouragement and guidelines for teaching those wishing to develop their own classroom activities or homework assignments. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 376 743 FL 800 826

Hamann, Edmund T.

PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Codes of Ethics; College Faculty; College Students; Conflict Resolution; Due Process; Ethics; Foreign Students; *Grievance Procedures; Higher Education; International Education; *International Educational Exchange; International Organizations; *International Programs
IDENTIFIERS- *NAFSA Association of International Educators

This booklet contains complete information on the NAFSA Ethics Program developed by NAFSA: the Association of International Educators. It includes the NAFSA Code of Ethics, the Principles of International Educational Exchange, and details of procedures for ethics-related complaints. The Association of International Educators promotes the exchange of students and scholars to and from the United States. An introduction describes the special features of international education work, and the organization and efforts of the Association. The Code of Ethics, approved in 1989, offers general guidelines for ethical conduct applicable to all Association members and details principles pertaining to many of their activities. The formal text of the Code is supplemented with commentary and practical suggestions in the margins. The Principles for International Educational Exchange establish institution-wide standards and address admission of foreign students, English programs and determination of English proficiency, services to foreign students and scholars, provision of community services and programs, and study abroad by American students. The final section presents procedures for handling complaints including reporting, the role of Association staff, Code interpretation by the Committee on Ethical Practice, investigation, communication with parties, consultation, hearings, sanctions, and appeals. (JB)

ED 376 761 HE 027 898

Hesburgh, Theodore M., Ed.
The Challenge and Promise of a Catholic University.
PUB DATE- 94
NOTE- 394p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; *Catholic Schools; *Church Related Colleges; Church Role; Differences; Diversity (Institutional); Educational History; Engineering Education; Higher Education; Institutional Characteristics; *Institutional Mission; Law Schools; Professional Education; Science Education; Theological Education; *Universities
IDENTIFIERS- *Catholic Church; Newman (Cardinal John Henry); University of Notre Dame IN

This book offers 30 papers on the continuing discussion of the nature of a Catholic university. The papers are: "Introduction: The Challenge and Promise of a Catholic University" (Theodore M. Hesburgh); "Reflections on the Mission of a Catholic University" (Harold W. Attridge); "The Difference of a Catholic University" (Otto Bird); "A Catholic University" (David B. Burrell); "Two Faces of Academic Freedom" (Frederick J.

percent decline in 1993 and 1994 which brought this number to its lowest since 1982; (4) first year graduate enrollment for U.S. students has remained level for 15 years while foreign student enrollment doubled in the same period; (5) 96 percent of students in doctorate departments were enrolled full-time; (6) though degree production rates remained stable, enrollment figures indicated a probable future decrease in degrees awarded. Includes 10 tables. (JB)

ED 376 779 HE 027 917

Barbett, Samuel; And Others
State Higher Education Profiles. A Comparison of State Higher Education Data for Fiscal Year 1991. Seventh Edition.
PUB DATE- Oct 94
NOTE- 1,254p.
LANGUAGE- English
EDRS Price- MF10/PC51 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; Colleges; *Comparative Analysis; Degrees (Academic); Demography; Enrollment; Ethnicity; Expenditures; *Higher Education; Income; Postsecondary Education; Race; Statistical Data; Student Characteristics; *Tables (Data); Teacher Salaries; Universities
IDENTIFIERS- *Integrated Postsecondary Education Data System; *State Characteristics

This volume offers a comprehensive state-by-state look at higher education in the United States using data from the Integrated Postsecondary Education Data System. The book contains 14 basic tables for each state, the District of Columbia, and the nation as a whole. The data for each state is as follows: Table 1 indicates the number and average size of institutions in the context of all postsecondary institutions in a state; tables 2 and 3 describe enrollment in higher education institutions by distribution of full-time equivalent students and by control and level of institution; table 4 presents the average salary of full-time faculty; tables 5 and 6 show education and general revenues; tables 7 and 8 display how institutions spend their money; table 9 shows scholarship and fellowship expenditures per students and expenditures per full-time faculty; table 10 indicates the labor-intensiveness of certain institutional functions; tables 11 through 13 present the distribution of degrees and other awards; and table 14 shows enrollment by race-ethnicity, data included for the first time in this edition. Extensive appendixes contain a glossary of terms, a list of institutions by state, technical notes, tables showing instructional activity at institutions in 1990-91, instructional activity by state, and the basic 14 tables for Puerto Rico. (JB)

ED 376 780 HE 027 918

Kates, Erika
Access to Higher Education Project. Final Report.
SPONS. AGENCY- Women's Coll. Coalition, Washington, D.C.
PUB DATE- Nov 93
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; Case Studies; *Females; Financial Support; Higher Education; *Low Income Groups; Nontraditional Students; One Parent Family; Private Colleges;

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; *Computer Networks; Computer Software; *Electronic Mail; Gateway Systems; Information Networks; *Online Systems; Technological Advancement; *User Needs (Information)
IDENTIFIERS- File Transfer Protocol; Information Superhighway; *Internet; User Guides

This clear and simple handbook is a guide to use of the Internet. For readers without free Internet access through work or school, the book includes membership and 5 hours of time on Delphi Internet Services Corporation, a widely used commercial access to the Internet. Chapters review the following: (1) an introduction to the Internet; (2) ways to connect to the Internet; (3) using electronic mail; (4) the Delphi Internet area; (5) use of a gopher to access the Internet; (6) using file transfer protocol (FTP) to get files from the Internet; (7) using Telnet to log into a remote computer; (8) global e-mail; (9) getting involved with others on the Internet; (10) additional information resources; (11) hunting for information, with sample sessions; (12) netiquette (etiquette); (13) the electronic frontier; and (14) useful software. Seven appendixes provide quick guides to specific areas and answers to frequently asked questions. A glossary is included. (SLD)

ED 376 798 IR 016 898

Zupancic, Joze, Ed.; Wrycza, Stanislaw, Ed.
Information Systems Development--ISD '94. Methods & Tools. Theory & Practice. Proceedings of the International Conference (4th, Bled, Slovenia, September 20-22, 1994).
PUB DATE- Sep 94
NOTE- 734p.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; *Computer Software Development; *Engineering; Foreign Countries; Information Networks; *Information Systems; Information Technology; Models; *Organizational Development; Planning; Research Reports; *Systems Development; *Technological Advancement

These proceedings present 3 invited papers, 65 submitted papers, and 17 presentations on work in progress that were given at the Fourth International Conference on Information Systems Development. The three invited papers are: "Information Systems Planning in Small Business" (Georgios Doukidis, Panagiotis Lybereas, Robert D. Galliers); "Development of Information Systems To Support Electronic Commerce" (Joze Gricar); and "The Evolution of the Information Systems Field: The Impact of Technology on the Teaching and Practice of Information Systems Development" (A. Milton Jenkins). The remaining papers are grouped into the following areas: (1) modelling; (2) system development; (3) organizational aspects; (4) strategy planning; (5) applications; (6) reengineering; (7) case tools; (8) specific aspects of information engineering; (9) quality; (10) requirements of engineering and system specification; (11) education; (12) special aspects and comparisons; (13) computer-supported cooperative work; (14) technical aspects of information systems design; and (15) reports on work in progress. (SLD)

Libraries; School Restructuring; Search Strategies; *Skill Development; *Thinking Skills; User Needs (Information)

Key elements of information literacy are identified, and a rationale is presented for the integration of information literacy in all aspects of the kindergarten through grade 12 and postsecondary curricula. Many aspects of the school restructuring movement and library media programs relate directly to information literacy and its impact on student learning. The basic elements in an information literacy curriculum are: (1) defining the need for information; (2) initiating the search strategy; (3) locating the resources; (4) assessing and comprehending the information; (5) interpreting the information; (6) communicating the information; and (7) evaluating the product and the process. Three scenes illustrate students demonstrating information literacy problem solving skills. (Contains 6 references.) (SLD)

ED 376 818　　　IR 055 214

Alexander, Linda B.
LIBS 1000: A Credit Course in Library Skills at East Carolina University.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Attitude Measures; *College Freshmen; *Credit Courses; Higher Education; *Library Instruction; Library Skills; Pretests Posttests; *Research Skills; Skill Development; *Student Attitudes; Surveys
IDENTIFIERS- *East Carolina University NC

East Carolina University, Greenville (North Carolina) uses a semester hour credit course as its method of teaching library-research skills to freshmen. The course is required of all new students and is designed to introduce them to the academic library. The usefulness of the course was studied through an exploration of attitude changes among 110 students taking the course. Most students indicated that they had previous instruction in library skills. Pretests and post-tests showed major attitude changes in two areas. At the onset of the course, 17% of students believed that they could find adequate resources to complete a paper, while after the course, 90% thought that they could turn out a well-researched paper. On the precourse survey, 15% indicated that they did not feel comfortable doing research in the campus library, and 51% did not know if they felt comfortable. After the course, 95% reported that they felt comfortable doing research in the library. Skills testing reflected an improvement in every area after course completion. Results support the usefulness of the course as a possible approach to library-skills development. Appendixes present the survey and the skills test. (Contains eight references.) (SLD)

ED 376 819　　　IR 055 234

Cohen, Meryll J.; Sprince, Leila J.
C.O.L.O.R.: Celebrate Our Love Of Reading. 1994 Florida Library Youth Program.
PUB DATE- 94
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.

Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; Interlibrary Loans; Library Circulation; *Library Collections; *Library Expenditures; *Library Personnel; *Library Services; *Library Statistics; Library Surveys; National Surveys; Questionnaires; Tables (Data)
IDENTIFIERS- *Integrated Postsecondary Education Data System

This report is based on information from the 1992-93 IPEDS (Integrated Postsecondary Education Data System) Academic Libraries survey. The data in this report come from the higher education institutions in IPEDS and include all colleges and universities with accreditation at the higher education level as recognized by the Secretary of Education. The response rate at the national level was 90.5%; data for nonrespondents were imputed and caution should be exercised when comparing estimates by state. This report provides highlights of the findings, brief descriptions of the survey and the methodology, including its scope and new collection procedures, as well as extensive data tables. These tables, which make up the major part of the report, summarize library staff, library operating expenditures, library collections, library loan transactions, and library service per typical week for libraries in higher education institutions in the 50 states and District of Columbia. Staff and service data are for fall 1992, whereas the remainder of the data cover FY 1992, that is, any 12-month period between July 1, 1991, through September 30, 1992, that corresponds to the institution's fiscal year. The Academic Libraries survey has been carried out by the National Center for Education Statistics (NCES) since 1966. Beginning in 1990, the survey has been conducted on a 2-year cycle. A copy of the questionnaire and instructions for its completion are appended. (BBM)

ED 376 838 IR 055 311

Slosser, Jane E.
The Use of Alkaline Paper in Serials Publications.
PUB DATE- May 94
NOTE- 29p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Academic Libraries; Books; Comparative Analysis; Costs; Higher Education; *Library Collections; *Paper (Material); *Periodicals; *Preservation; Publishing Industry
IDENTIFIERS- *Acid Free Paper; Brittle Books; Monographs; *Paper Deterioration

Paper produced in the past century is acidic and is becoming too brittle to use. Information that was stored in materials with this paper is becoming lost. Treating these materials is expensive. Libraries are now spending as much to treat and repair old materials as they are on new acquisitions. To decrease the financial need to maintain what libraries already have, materials should be produced on alkaline paper. Most of the research performed on this topic has concentrated on monographs. The need to publish serials on alkaline paper is just as great as it is for monographs. This study tested two issues from 1993 and two issues from 1988 of 546 titles for the pH level of the paper. An equal number of monographs were tested. Spearman rank order correlation coefficient was performed. This study discovered that serials are peer reviewed and published in the United States, Canada, and European countries are more likely to be printed on alkaline paper. Serials that are printed in 1993 are more likely to be printed

ED 376 858 IR 055 340

Rakevich, Doris
The Job Market for Business Librarians: 1983-1992.
PUB DATE- Nov 93
NOTE- 48p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Degree Requirements; *Employment Opportunities; Employment Patterns; *Employment Qualifications; *Employment Statistics; *Labor Market; Librarians; Library Personnel; *Occupational Surveys
IDENTIFIERS- *Advertisements; *Business Librarians

This paper analyzes a total of 235 job advertisements for business librarians from 1983 through 1992 listed in "Library Journal," "American Libraries," "C & RL News," "SpeciaList," and the Eastern edition of "The Wall Street Journal." Each advertisement was examined for level of job; type of employing institution; geographic location; minimum salary; Master of Library Science (MLS) requirement; degrees other than MLS; years of experience; and types of experience or skills. Advertisements averaged 24 per year, most (74.9%) at the librarian level (versus supervisor or administrative level). Most openings were for academic libraries (73.2%), followed by special (15.7%) and public (11.1%). Geographic distribution was found to be almost even, at approximately 25% each for Northeast, Midwest, South, and West regions. A historical summary of minimum salaries is offered. Most institutions required an American Library Association accredited MLS (74.5%), while some accepted an unaccredited MLS (21.3%) and a few did not indicate degree requirement (4.3%). In addition to a degree, employers considered the following as important experience requirements: online/database searching; oral/written communication skills; subject background in business or related field; interpersonal skills; bibliographic instruction; and business reference skills. Although the job market for business librarians is relatively small, institutions require candidates who have specialized knowledge, experience and skills. Contains 22 tables and an appendix providing the advertisement content analysis coding form. (Contains 19 references.) (MAS)

ED 376 859 IR 055 341

Sakaguchi, Kazuko
Rationalization for Shared Collection Development: A Case Study of the Japanese Periodical Humanities Collection at the East Asian Library at the Ohio State University.
PUB DATE- May 94
NOTE- 69p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Foreign Language Periodicals; Humanities; Interlibrary Loans; Library Acquisition; *Library Collection Development; *Library Cooperation; *Shared Library Resources; Surveys
IDENTIFIERS- *East Asian Libraries; Japanese Literature; Japanese Studies; Ohio State University; *Serials Cancellation

This paper explores the possibility of resource sharing in the East Asian Library at the University of Ohio. The case analysis of vernacular periodicals in humanities consists of quantitative analysis based on interlibrary loan (ILL) publicizing, and administering the conferences. The booklet covers: (1) the formation and tasks of the planning consortium; (2) possible funding sources; (3) publicity; (4) the role of faculty mentors in guiding the students through revisions, identifying additional sources, or editing the paper; (5) processing submissions; (6) conference registration; (7) the conference day; and (8) evaluation. A possible budget and copies of various letters and forms are included. (KP)

ED 376 876 JC 940 646

Bolge, Robert D.
Identifying and Dealing with Access Barriers at Mercer County Community College.
PUB DATE- Jun 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Community Colleges; Economically Disadvantaged; Educationally Disadvantaged; *Enrollment Influences; *Open Enrollment; *Student Recruitment; Two Year Colleges
IDENTIFIERS- Mercer County Community College NJ

Most barriers to higher education fall into one of six categories: personal access barriers (e.g., lack of information, low self-esteem, or loss of motivation); socioeconomic barriers (e.g., lack of transportation or child care); sociocultural barriers (e.g., family pressures or language problems); socioeducational barriers (e.g., inadequate academic skills or image of the community college); institutional organization and culture (e.g., lack of personalized counseling or role models); and federal and state regulations (e.g., lowering of funding and restriction of financial aid requirements). Over its 27-year history, Mercer County Community College (MCCC) has developed many unique access programs and services to accomplish its mission of providing educational opportunities to all residents of the county. These programs include the following: (1) MCCC has helped county high schools develop college fair events during school hours and in the evening; (2) the MCCC recruitment program offers a long-term counseling component to prepare students to enter college; (3) hourly bus service to campus is provided, and bus tickets are 50% subsidized; (4) child care is available on campus; (5) minority admissions counselors are specially designated; (6) welfare students are provided with additional stipends and scholarships; (7) small-group counseling is available to help students resolve family pressures; (8) all students are given a basic skills placement test; (9) literacy and developmental programs are available to assist underprepared students; (10) high school equivalency exam training programs are provided free of charge; and (11) non-credit youth programs help develop student motivation to attend college. Insufficient funding may force open access institutions like MCCC to eliminate special programs, limit the number of students, or eliminate open access altogether. (KP)

ED 376 877 JC 940 647

Basis of Accreditation for Educational Programs in Designated Health Science Professions.
PUB DATE- Jun 94
NOTE- 135p.; For an earlier version, see ED 359 991.

used in art and layout of the English classroom are included. (KP)

ED 376 894 JC 940 667

Packer, Arnold H.
An Associate Degree in High-Performance Manufacturing. Final Report.
PUB DATE- 1 Nov 94
NOTE- 48p.; For a related document, see ED 352 082. Work was done under a grant from the Sloan Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Associate Degrees; Community Colleges; Computer Assisted Design; *Education Work Relationship; Electronics Industry; Graphic Arts; *Manufacturing; Metal Industry; Minimum Competencies; School Business Relationship; *Technology Education; Two Year Colleges
IDENTIFIERS- *High Performance Manufacturing

Stemming from a series of panel discussions between employers from the manufacturing sector and community college educators, this document describes the development and goals of the two-year Associate Degree in High-Performance Manufacturing and outlines 20 standards for the degree agreed upon in the discussions. Part I describes the origin of the degree, designed to represent an agreed-upon content for the two-year degree so that meaningful standards might be reached by manufacturing students and workers, and reviews the role of standards, universal competencies, and general education in the degree. Part II then describes 20 standards for manufacturing students and workers, including the competencies involved, performance requirements, and illustrative tasks that cannot be performed without the competencies. These standards include the ability to: (1) allocate time, money, material, facility, and human resources; (2) acquire and evaluate information; (3) understand and comply with legal requirements; (4) organize, maintain, interpret, and communicate information; (5) use computers; (6) engage in teamwork; (7) teach others; (8) serve clients; (9) exercise leadership; (10) negotiate; (11) work with diversity; (12) identify, describe, and work with systems; (13) understand and describe social, political, economic, and business systems in which firms function; (14) monitor and correct performance; (15) design and improve systems; (16) select and apply technology; and (17) perform maintenance and troubleshooting. Part III reviews traditional, hybrid, and modular models of curriculum design, rating each according to flexibility, articulation, integration, and distance and computer-based learning. A list of panel participants is appended. (KP)

ED 376 895 JC 940 668

Stolar, Steven M.
Cumberland County College Orientation Course Survey.
PUB DATE- Nov 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Credits; Community Colleges; *Credit Courses; Curriculum Development; Elective Courses; Introductory

PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; American Indians; Asian Americans; Associate Degrees; Black Students; Community Colleges; Educational Certificates; Hispanic Americans; Institutional Characteristics; *Minority Groups; *Outcomes of Education; *School Demography; *Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students; White Students
IDENTIFIERS- *College of the Canyons CA; Native Americans

This report provides fall 1993 data on the demographic makeup of the student body at College of the Canyons, in California, as well as course completion, persistence, graduation, and transfer rates for students by gender and ethnic group. The report's six sections focus on the indicators of access, course completion, persistence, degree and certificate completion, English as a Second Language (ESL) and basic skills completion, and transfer, respectively. For each section, indicators are defined and tables are provided on student outcomes by gender, ethnicity, age group, and disability status, except for transfer which includes data by institution transferred to and ethnicity only. Highlighted findings include the following: (1) females, Asians, Native Americans, and 18-24 year olds were overrepresented in the student body compared to the district population, while males, Latinos, African Americans, and students age 25 and above were underrepresented; (2) the college-wide successful course completion ratio increased from 64.6% in fall 1992 to 66.6%; (3) Latino and African American students had the lowest successful course completion rates; (4) the persistence rate for first-time students declined slightly from 58.4% for the fall 1991 cohort to 58%; (5) white students received more degrees and certificates than students from all five other ethnic categories; (6) 27.7% of the fall 1992 ESL and basic skills cohort successfully completed a degree-applicable course; and (7) 80% of 238 students who transferred enrolled at a California State University campus, while 15% enrolled at the University of California. (KP)

ED 376 913 JC 950 022

Examining the Earlier Drop Deadline.
PUB DATE- Apr 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Failure; *Grades (Scholastic); Longitudinal Studies; *Outcomes of Education; *Policy Analysis; *Student Behavior; Success; Two Year Colleges; Two Year College Students
IDENTIFIERS- College of the Canyons CA

Prior to fall 1993, students at California's College of the Canyons had until the 11th or 12th week of a 17 or 18 week semester to drop or withdraw from a course. In spring 1993, the state Academic Senate recommended that the drop deadline be changed to the 8th week. Students were notified of the new withdrawal deadline on the college calendar, in the schedule of classes, and by faculty. A study was conducted to examine student behavior from fall 1989 to fall 1993 to determine any noticeable changes after the new withdrawal deadline. Findings included the following: (1) in fall 1993, students withdrew from 2,683 courses, compared to an average of 4,090 for the four previous fall semesters; (2) withdrawals declined by nearly 32% from fall 1992; (3) 12,811 courses, or 72.3%, were passed in fall 1993, the highest number in the 5 years studied;

environment, readiness, structure, and talking with teachers. These themes from the interviews concerning teachers' beliefs about children's cognitive and literacy development, and resulting teacher practices, are also discussed. (Contains 49 references.) (MDM)

ED 376 931 PS 022 595

Shallcross, Mary Ann
Developing and Implementing a Training Program for National Accreditation of State-Licensed Family Child Care Homes.
PUB DATE- 94
NOTE- 51p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Accrediting Agencies; Certification; Child Caregivers; Early Childhood Education; *Educational Quality; *Family Day Care; Mentors; Professional Associations; Program Descriptions; *Program Development; *Program Implementation; *Training; Workshops
IDENTIFIERS- *Accreditation Standards; *National Association for Family Day Care

This practicum was designed to set up a training/mentoring program to assist five state-licensed/certified family day care providers to successfully complete the formal application process of the National Association for Family Day Care (NAFDC) and receive NAFDC certification. The major goals of the practicum were: (1) to have five providers become the first in their state to receive NAFDC certification; (2) to have all providers finish the application process; (3) to have all the providers meet NAFDC standards for safety, health, nutrition, learning environment, interacting, outdoor play environment, and professional responsibility; and (4) have three of the providers become future trainers/mentors for family child care training. Twenty family day care providers were interviewed for the program, with the five strongest candidates selected to participate. The five providers received 12 weeks of training and mentoring to assist them in the NAFDC accreditation process. Four of the providers finished the training program and completed the application process, with all four agreeing to become trainer/mentors for future accreditation sessions. Three appendixes contain checklists of provider responsibilities for accreditation, assessment profile criteria, and agreement to become national accreditation trainers. Contains 13 references. (Author/MDM)

ED 376 932 PS 022 602

McMillan, Erin; And Others
Camp Animal Crackers.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Camping; Ceramics; Childrens Literature; Dance; Dramatic Play; Early Childhood Education; Games; *Group Activities; *Learning Activities; Program Descriptions; Puppetry; Songs; Story Telling; *Young Children
IDENTIFIERS- *Nature Study

were also rated by their teachers as less reactively aggressive following treatment, and less likely to receive disciplinary action. Nonaggressive subjects experienced no negative effects due to program participation. (ET)

ED 376 951 PS 022 753

Scott, M. M.
Theory Development in Human Development: A Synthesis for 2000 and Beyond.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting and Exhibit of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biological Influences; Comparative Analysis; Cultural Influences; *Developmental Psychology; Developmental Stages; Environmental Influences; *Individual Development; Models; Systems Approach; Theories
IDENTIFIERS- Control Systems (Psychology); *Developmental Theory; Operating Systems (Psychology)

For the field of human development, the synthesis of older theories of the environment, newer context theories, biological theories, and systems theories permit the generation of new models for the developmental process. This paper reviews, compares, and contrasts recent theories of development and presents a synthesis that can guide future research and practice. The paper describes development from a systems perspective (environmental, ecological, and biological factors that affect development), and in terms of control and operating systems, and then as a series of overlapping programs. Finally, the paper presents a general model for prediction of developmental status, considers its similarities and differences to other models, and the model's advantages and disadvantages. Contains 75 references. (TM)

ED 376 952 PS 022 755

A Report to the Minnesota Legislature on the Way To Grow/School Readiness Program.
PUB DATE- 15 Jan 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Child Health; Community Programs; *Coordination; Early Childhood Education; *Family Programs; Health Services; Home Visits; *Human Services; Parent Education; Parent Participation; Pilot Projects; Program Descriptions; Program Effectiveness; *Program Evaluation; Program Improvement; *School Readiness; Social Services; State Aid; *State Programs
IDENTIFIERS- Minnesota

This report examines the Way to Grow (WTG) school readiness program, which is designed to promote healthy development and school readiness of Minnesota children from birth through age 6 by coordinating and improving access to community-based health, education, and social services. This pilot program began in fiscal year 1990 and was being implemented in five communities somewhat higher level of average achievement in Dutch elementary education, but also to a considerably larger variation; (2) the achievements of the least talented students are likely to decrease; (3) although teacher goals were found to exert a considerable effect on individual achievement, they could not account for the observed classroom composition effects; and (4) the effect of the classroom average on individual achievement was similar in size to the effect of socioeconomic background. Contains 43 references. (AA)

ED 376 970 PS 022 815

Madison, Susan Gomez; Speaker, Richard B., Jr.
The Construction of Literacy Environments in Early Childhood Classrooms: A Spectrum of Approaches.
PUB DATE- 6 Apr 94
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; *Literacy Education; Preschool Children; *Preschool Curriculum; Preschool Education; *Preschool Teachers; Public Schools; School Readiness; *Teacher Attitudes; Teacher Expectations of Students; Teacher Student Relationship; *Teaching Styles
IDENTIFIERS- Emergent Literacy; Literacy Environments; *Literacy Models

This study examined the role of public preschool teachers in the construction of classroom literacy environments. Using qualitative methods for data collection and analysis, the research was intended to generate knowledge of teacher thinking and decision making for social and cultural phenomena taking place in a classroom. The study included ten preschool certified teachers in the same suburban parish public school system. Data were collected over a period of several months by means of interviews with teachers and classroom observations. Data analysis indicated the existence of a spectrum of literacy environments across preschool classrooms, with characteristic clusters along portions of that spectrum: (1) skills-based; (2) eclectic; and (3) emergent. Although similarities exist across the spectrum, each of the three clusters exhibits specific characteristics related to teacher beliefs about literacy, teacher planning and organization, classroom ecology related to literacy, and outside factors that influence teacher thinking. Skill-based environments are characterized by a skills-driven approach to planning and organization; classrooms with fewer literacy materials, activities, and centers; a teacher-directed focus; and teachers with a personal orientation who are isolated from peer relationships. Eclectic classrooms represent a middle portion of the spectrum, and are characterized by an approach that incorporates both themes and skills, and classroom ecologies that range between the skill-based environment and emergent environment. Emergent literacy environments are characterized by a holistic and integrated approach to planning and organization; classroom ecologies richer in literacy materials, activities, and centers; a child-centered focus; and teachers who are more actively involved in peer and professional relationships. (AA)

ED 376 971 PS 022 816

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrators; Advocacy; Child Rearing; *Childrens Television; *Educational Attitudes; Educational Improvement; *Educational Television; Elementary Education; *Federal Aid; *Federal Legislation; Hearings; Parent Education; Parent Materials; Preschool Education; Programming (Broadcast); Public Policy; Public Television; Television Viewing
IDENTIFIERS- Congress 102nd; Ready to Learn Act 1992

These hearing transcripts present testimony concerning S. 3134, the Ready to Learn Act, which is designed to expand the production and distribution of educational and instructional video programming; support educational programming for preschool and elementary school children, parents, child care providers, and educators of young children; and expand the education services of Head Start programs. Much of the testimony was from members of congress, educators, and representatives of education organizations concerning the efficacy of specific educational television programs and activities related to the Act, including the Ready To Learn Channel, which daily offers six hours of educational programming for preschool children in some areas of the country. Testimony was heard from: (1) Senators Daniel K. Inouye, Thad Cochran, Claiborne Pell, Christopher J. Dodd, and Paul D. Wellstone; (2) Representative Ron Wyden; (3) the co-chair of Parents United for D.C. Public Schools; (4) the president of Action for Children's Television; (5) a member of the National Education Goals Panel Readiness Resource Group; (6) the president of the Corporation for Public Broadcasting; (7) the vice-president for children's programming of public television station WGBH in Boston; (7) the president of the Children's Television Workshop; (8) and a representative of South Carolina Educational Television. The Ready To Learn Act, Public Law 102-545, Oct. 27, 1992 is attached. (MDM)

ED 376 990 PS 022 935

Kohn, Alfie
The Risks of Rewards. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Behavior Modification; Elementary Secondary Education; Feedback; Grades (Scholastic); *Incentives; Parent Child Relationship; Praise; *Rewards; *Self Motivation; Teacher Student Relationship; *Values
IDENTIFIERS- ERIC Digests

Among teachers and parents who avoid punishing children, many turn instead to the use of rewards. However, as with punishment, the offer of rewards can elicit temporary compliance but is no more effective at helping children become responsible people or self-directed learners. Extrinsic motivators, such as rewards, do not alter commitments that underlie behavior. Nor are rewards helpful at enhancing achievement. At least two dozen studies have shown that people expecting a reward for completing a task do not perform as well as those who expect nothing. This effect is robust across age, gender, and type of task. Other studies have documented the phenomenon that rewards cause people to lose interest in a telephone interconnect system with nodes at county seats in order to increase capacity and speed for transferring data at rural locations and solve access problems due to overload. In addition, the 11 colleges and universities and a third of the secondary schools currently provide interactive video with two-way audio and multimedia capabilities. Also, three satellite uplink systems have been approved in the state. A 1993 survey of school district administrators was conducted to address problems about network connectivity and constituency concerns deemed important to members of the state's Educational Telecommunications Council. A 1994 in-depth follow-up study conducted by outside consultants attempted to resolve previously identified issues. Results of the two studies indicate strong statewide support for the university-based interactive video network as a means of expanding curricular offerings of rural and small schools. Included are the consultants' recommendations about telecommunications technological, infrastructural, and institutional alternatives and the underlying structural and organizational make-up of the Educational Telecommunications Council itself. A listing of course offerings over the High School Fully Interactive Television Networks in North Dakota and maps showing network structure and coverage are attached. (RAH)

ED 377 008 RC 019 884

Experiential Education: A Critical Resource for the 21st Century. Proceedings Manual of the Annual International Conference of the Association for Experiential Education (22nd, Austin, Texas, November 3-6, 1994).
PUB DATE- Nov 94
NOTE- 326p.; For selected individual papers, see RC 019 885-892.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adventure Education; *Corporate Education; Educational Practices; *Educational Strategies; Elementary Secondary Education; *Experiential Learning; Group Activities; *Group Dynamics; Higher Education; *High Risk Students; Individual Development; Outdoor Education; Program Development; Workshops
IDENTIFIERS- Adventure Therapy

These proceedings comprise descriptions of approximately 120 workshops and presentations. Entries range from short workshop descriptions to full-length papers. Topics cover various bases, applications, and outcomes of experiential learning techniques, including community-based experiences for at-risk secondary students, using the Internet, personal development through adventure activities, techniques for facilitating "flow" during challenge activities, evaluating program effectiveness for adjudicated youth, legal liability and risk management, theoretical and philosophical foundations of experiential education, story telling, expeditionary learning, survival education, experience-based training and development for corporations, feminism in outdoor experiences, instilling empathy and self-esteem in at-risk and abused youth through adventure programs, stress management, wilderness programs, adventure family therapy, outdoor leadership training, ethical decision making, maintaining emotional safety in groups, research on experiential education, spirituality in experiential education, and development of experiential education in other countries. Appendix contains an index of presenters. (SV) easy to follow. Contains a 30-word glossary and a listing of 15 additional resources. (LZ)

ED 377 025 SE 053 167

Youth Solid Waste Educational Materials List, November 1991.
PUB DATE- Nov 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; Environmental Education; Pollution; *Solid Wastes; Teaching Guides; Waste Disposal
IDENTIFIERS- Environmental Action; Environmental Awareness; *Environmental Issues

This guide provides a brief description and ordering information for approximately 300 educational materials for grades K-12 on the subject of solid waste. The materials cover a variety of environmental issues and actions related to solid waste management. Entries are divided into five sections including audiovisual programs, books, magazines, publications, and songs. Each entry includes the resource title, author, publisher, publisher address and phone, publication year, audience, grade level, format, and short description. Audience entries include the general public, teachers, parents, 4-H leaders, businesses, government officials, community leaders, and waste management professionals. (LZ)

ED 377 026 SE 053 168

Bonhotal, Jean F.; And Others
What About Waste? 4-H Leader's/Teacher's Guide.
PUB DATE- May 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary Secondary Education; *Environmental Education; Pollution; *Recycling; *Solid Wastes; *Student Projects; *Waste Disposal; Worksheets
IDENTIFIERS- Composting; Environmental Action; Landfills

This guide is designed for adult volunteer leaders, camp counselors, and teachers who want to explore the subject of waste disposal and management with youth. An introduction provides background on waste disposal problems and disposal options including reducing, reusing, recycling, and composting. Seven discussion questions are intended to stimulate interest before conducting activities. Five activities engage students in: (1) making recycled paper; (2) comparing the rate at which different wastes decompose; (3) exploring items in a trash bag that could be recycled; (4) monitoring individual waste production; and (5) playing a game that reviews what was learned in previous activities. Each activity includes an introduction, student objectives, materials needed, activity procedure, follow-up questions, and reproducible student worksheets. A 26-word glossary and project record sheet are provided. (LZ)

ED 377 027 SE 053 170

Bonhotal, Jean F.
Recycling: Mining Resources from Trash. 4-H Leader's/Teacher's

can be done to lessen individual environmental impact. Seven sections contain 150 one-paragraph suggestions that cover the topics of: (1) cleaning up the air pollution and combating ozone layer depletion; (2) preserving clean water; (3) reducing solid waste and toxic wastes; (4) stabilizing the population; (5) reducing the use of fossil fuels and combating global warming; (6) eating wisely for the world's good health; (7) becoming informed and educating others; and (8) working for a change: citizen action. (LZ)

ED 377 048 SE 055 411

Mera, Karen; And Others
Who's Covering Population in Social Studies: A Survey of Secondary Social Studies Texts.
PUB DATE- 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Environmental Education; Geography; High Schools; Junior High Schools; *Population Education; *Social Studies; *Textbook Content; World History
IDENTIFIERS- Global Studies

This textbook survey is designed to aid junior high and high school social studies teachers in choosing texts which cover population topics adequately. Thirty social studies textbooks from all major publishers have been evaluated. The results are contained in matrices which show how each text ranks on its coverage of demographics and related issues. The chart format allows comparison of texts within the subject areas of World History, Geography, and Global Studies, and can help teachers pinpoint weak areas of their current texts so they know where supplemental materials are especially needed. Each text was evaluated for its coverage of level, definitions and concepts, population dynamics, social aspects of population growth, effects of population growth, population growth as a concern, population and the future, supplemental information, and length of coverage. A discussion of the top textbooks in each category explains why they deserve the rating. Survey authors conclude that global studies texts are the overall best source of population information available from social studies textbook publishers, that surprisingly few geography textbooks cover population thoroughly, and that generally, world history textbooks' coverage of population is not as detailed as either geography or global studies books. (LZ)

ED 377 049 SE 055 413

Selected Resources on Population.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Environment; Environmental Education; *Population Education

This booklet contains information on K-12 resources for

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Federal Legislation; Financial Policy; *Science Education; Secondary Education
IDENTIFIERS- Congress 103rd; *National Science Foundation; Reauthorization Legislation

This document is a bill (H.R. 3254) written by the Committee on Science, Space, and Technology of the U.S. House of Representatives to authorize appropriations for the National Science Foundation. It contains the following sections: (1) National Science Foundation Authorization; (2) General Provisions; (3) Academic Research Facilities Modernization; and (4) International Scientific Cooperation. (ZWH)

ED 377 072 SE 055 574

Smith, Tommy; Easterday, Kenneth E.
Field Dependence-Independence and Holistic Instruction in Mathematics.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Style; *Education Majors; *Field Dependence Independence; Higher Education; Holistic Approach; *Mathematics Instruction; *Mathematics Teachers; Minority Groups; Secondary Education; Teaching Methods; *Undergraduate Students
IDENTIFIERS- *Group Embedded Figures Test; Teacher Candidates

Efforts are being made to modify existing analytical teaching methods and curricula in mathematics to make them more holistic, to better match the learning styles of minority students. These changes have to be made by existing secondary and college mathematics faculty. Given the properties of field dependence-independence in human cognition, perception, and personality, it may be difficult for current mathematics teachers, who are likely to be highly field independent, to teach in a more field dependent manner and to create mathematics curricula that are less analytical. This study compared levels of field dependence-independence among four groups of (n=201) undergraduate students: mathematics majors, secondary mathematics education majors, other secondary education majors, and other majors. Subjects were given the Group Embedded Figures Test. Data analyses indicated group differences on the measure of field independence. No significant differences were found between the mathematics and secondary mathematics education majors; however, secondary mathematics education majors were more field independent than the group of other majors in secondary education, and mathematics majors were significantly more field independent than other majors and other secondary education majors. The implications of these group differences with regard to holistic teaching and curricula are discussed. Contains 25 references. (MKR)

ED 377 073 SE 055 578

Romberg, Thomas A., Ed.
Mathematics Assessment and Evaluation: Imperatives for Mathematics Educators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Wisconsin Center for Education Research,

Economics; *Federal Aid; *Federal Programs; *Federal Regulation; *Government Role; Public Policy; Secondary Education; Social Studies; Teaching Guides; *United States History
IDENTIFIERS- *Depression (Economic 1929); *New Deal

This booklet is part of a series designed to help students take and defend a position on public issues. This unit on the New Deal era raises the following issues: (1) How responsible should the government be for the economic well being of citizens? To what extent should this responsibility outweigh traditional ideas of property rights? (2) What are alternatives to the market system as a means of determining prices and wages? What advantages and disadvantages arise from centralized economic planning? and (3) How can we assure all Americans a fair share in the fruits of the economic system? The approach of this unit is to explore the issues through discussion. In discussing public issues, three kinds of questions are examined: (1) ethical or value questions; (2) questions of definition; and (3) questions involving facts and explanations. The unit is divided into five sections. The first is introductory and suggests the methods to be used in learning the material. The second section is devoted to problems that demanded relief. It is subdivided into three sections describing the onset of the Great Depression, the situation of farmers and the Agricultural Adjustment Act (AAA), and the Federal Emergency Relief Administration. The third section on recovery and reform discusses the situation of business and the National Recovery Administration (NRA), the Works Progress Administration (WPA) and its attempts to aid the unemployed, and the Social Security Act. The fourth section relates the previous materials to today's issues. The focus is on children of poverty. The final section presents questions for review and research. The appended teacher's guide explains that in addressing the questions of the unit, students will grapple with ethical value questions, definitional issues, and issues of fact and explanation. An example of an exchange between students and a teacher is given to illustrate how the teacher can help students understand that they may need more research and factual information to reach a conclusion. This document offers one way that the teacher can approach the issues presented in the New Deal booklet. The readings in the student book are described and three analogies are offered that the instructor can use to help students analyze how they support or challenge the government regulation of economy. (DK)

ED 377 090   SO 023 559

Giese, James R.
The Progressive Era: The Limits of Reform. Public Issues Series.
PUB DATE- 89
NOTE- 77p.; Accompanying 8-page "Teacher's Guide" is appended.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activism; Citizen Participation; Consumer Protection; Discussion (Teaching Technique); Federal Regulation; *Poverty; Public Opinion; Secondary Education; *Social Change; Social Studies; Social Workers; Teaching Guides; *United States History
IDENTIFIERS- Muckraking; *Progressive Era; *Reform Efforts

This booklet is part of a series designed to help students take

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; Cultural Background; Cultural Exchange; *Educational Resources; Elementary Secondary Education; *Ethnic Relations; Foreign Countries; Global Approach; *Immigrants; *International Relations; Interviews; *Multicultural Education; *Peace
IDENTIFIERS- *Peace Education

This report suggests that immigrants and immigrant students have been considered and discussed as problems during political discourse and in educational circles rather than devoting energy to regarding immigrant students as a resource in international and peace issues and in ethnic relations. Part 1 provides a background discussion on what can be done to enhance the view of immigrant students as resources and focuses on concepts like "preparedness for peace" and "multicultural education." Part 2 includes examples of the viewpoints of 24 experts who have been interviewed on how students who represent a variety of nationalities and cultural backgrounds in a school can aid in peace education. Part 3 offers an extensive bibliography on materials related to multicultural education. Contains over 200 references. (CK)

ED 377 109 SO 024 420

Nelson, Linden
Peace Education, Conflict Resolution, and Outcomes of Instruction. Peace Education Miniprints No. 60.
PUB DATE- Apr 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; Critical Thinking; Educational Assessment; Elementary Secondary Education; Foreign Countries; *International Relations; *Interpersonal Relationship; Interviews; *Outcomes of Education; *Peace; Problem Solving
IDENTIFIERS- Nelson (Linden L); *Peace Education

An interview with Linden Nelson presents his views on peace education and conflict resolution. Nelson, a professor of Psychology at California Polytechnic State University, has a long term interest in research on cooperation, competition, and conflict resolution and in the promotion of instruction about conflict and peace. Nelson answers 13 questions regarding his perspective on Peace education issues. He summarizes his primary concerns with school and peace education as assessing outcomes of instruction, identifying the basic processes of critical thinking and problem solving as educational objectives, and teaching conflict resolution principles that generalize from interpersonal to international. (CK)

ED 377 110 SO 024 421

Bjerstedt, Ake
Disarmament Education, Education for International Understanding, Global Education, Peace Education and Other Related Terms: Comments and Preferences in a Group of Experts. Peace Education Miniprints No. 61.
PUB DATE- Apr 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Testing
This work views assessment as one component in the educational triad of: curriculum planning, instruction based on planned curriculum, and assessment of student learning resulting from instruction. Models are given for assessment of learning through observed and recorded evidences. Strategies assess learned behavior activities in visual analysis, art creation, critical interpretation and evaluation, and knowledge of art history and cultural context. The book introduces general concepts before specific applications. After orientation to assessment in chapters 1 through 3, chapters 4 through 6 deal with comprehensive assessment and its relationship to a curriculum. Chapters 7 and 8 introduce types of assessment and model local applications in three encounters at three grade levels, third grade, seventh grade, and high school. Chapters 9 through 11 deal with the construction of assessment instruments, particularly nontraditional ones. Chapters 12 and 13 make recommendations for implementation--administering, scoring, accumulating, summarizing, and interpreting evidence of learning. Chapter 14 deals with questions of ethics and assessment. Chapter 15 shows how reporting the results can restart the curriculum- instruction-assessment cycle. A glossary is included. Appendixes A and B give sample assessment development worksheets and assessment instruments. Appendix C presents recommendations for bias-free language and a list of figures and tables. Contains 120 references. (MM)

ED 377 130   SO 024 614

Marantz, Kenneth; And Others
The Picturebook: Source and Resource for Art Education.
PUB DATE- 94
NOTE- 92p.; Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Art Appreciation; *Art Education; Artists; Childrens Literature; Educational Resources; Educational Strategies; Elementary Education; Illustrations; Instructional Materials; *Picture Books; Visual Arts
IDENTIFIERS- Trade Books

Six authors report experiences and expose insights for using picture books in teaching contexts. In "Art of the Picturebook: The Road from Caldecott to Sendak" (Kenneth A. Marantz), the argument is made for valuing picture books as visual art rather than literary art. The illustrator replaces the speaker and the pictures become the voice that conveys special qualities of meaning that language cannot. A description is given of various aesthetic qualities of the image that should be considered. In "Primary Explorations: A Team Approach" (Pat Howard; Melissa Wilson), the main priority is to read the illustration for meaning. Stategies are given that may be used to introduce the study of picture books, including: peer tutoring; study of variants; personal reading; early writing; shared writing; and creating a team taught book lab. In "A Spectrum of Experiences: Grades K through 5" (Myrna Packard), the use of picture books as the central component of an art program around which art processes, general ideas for themes, and outcomes are focused and described. In "Artistic Reawakening: The High School Years" (Jeff Shaw), a 6-week unit of activities is provided for developing students' abilities to perceive, respond and engage in the visual image and study of design. In "Paper Engineering in Art Foundations: A Postsecondary Approach" (Mary Sayer

NOTE- 12p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Education Courses; Elementary Education; *Experiential Learning; Foreign Countries; Higher Education; Integrated Activities; Learning Theories; *Practicums; *Preservice Teacher Education; Reflective Teaching; *Student Teaching; *Theory Practice Relationship
IDENTIFIERS- Preservice Teachers; *University of Waikato (New Zealand)

Recent refinements to the professional practice strand of one of the teacher training programs offered by the University of Waikato, Hamilton, New Zealand have integrated teaching related experiences into four compulsory courses that develop and extend key concepts and issues directly related to successful teaching practice in New Zealand. The four courses weave together to form a unified strand of the overall Bachelor of Education degree program so that theory and practice can be related together in a supported, meaningful and reflective manner by the trainees during their studies. The courses, offered in successive years through the four-year program, begin by introducing the principles and practices of learning and teaching in New Zealand primary schools; with an initial focus on management and planning. This leads onto consideration of how teachers take learning theories into account; and the relating of current learning theory, teaching and learning issues, and evaluation techniques and principles, to classroom practice. This in turn is followed by critical analysis of the issues surrounding educational development at the national level; and the factors which beginning teachers must take into account in the implementation and assessment of a classroom program. And finally, the themes developed through theory and practice in the profession are built into a case-study approach to the study, review and implementation of themes and innovations in New Zealand education; with main focus being on the principles and effects of the self-managing school. This paper will outline the essential features of the four courses and the way they successfully fit together to form a cohesive constituent of the whole degree. (Author)

ED 377 150 SP 035 546

Downing, Agnes
An Investigation of the Advance Organizer Theory as an Effective Teaching Model.
PUB DATE- Jul 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advance Organizers; Cognitive Structures; *Conventional Instruction; Discussion (Teaching Technique); Elementary Secondary Education; Foreign Countries; Home Economics; *Learning Theories; *Lecture Method; *Teaching Models
IDENTIFIERS- Australia; *Ausubel (David P)

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- English Curriculum; English Instruction; *English Literature; *English Teacher Education; Higher Education; *Preservice Teacher Education; Prior Learning; Secondary Education; *Teacher Attitudes; *Teacher Education Curriculum; Teaching Methods; Textbook Selection
IDENTIFIERS- Preservice Teachers; Teacher Knowledge

This paper describes two prospective English teachers' beliefs and understandings regarding literature and the teaching of literature. Through extensive interviews that included context-specific tasks, the study explored the subjects' prior experiences with literature, their conceptions regarding the nature of literature, and their perceptions of effective literature instruction. Products of the same English and teacher education departments, they offer contrasting views both of why students should read literature and of how teachers should approach literature. The subjects' views of literature influenced their teaching decisions; however, both had experienced limited opportunities to articulate and debate these views in their English and teacher education courses. A question for teacher educators is how to elicit these views and make them the focus of instruction, exploration, and debate, so as to develop more effective teachers. The two prospective teachers were entering teaching without a view of reading literature, and the reasons for so doing, that had been refined and sharpened, questioned and challenged. Such a view is seen as animating the holder's appreciation for other views and providing confidence and clarity of purpose for teaching. Appendixes provide task-related materials. (Contains 26 references.) (Author/JDD)

ED 377 169 SP 035 602

Feiman-Nemser, Sharon; And Others
Guiding Teacher Learning: Insider Studies of Classroom-Based Work with Teachers. Craft Paper 94-1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; *Clinical Supervision (of Teachers); Doctoral Programs; Elementary Secondary Education; Higher Education; *Mentors; Models; *Professional Development; Student Teaching; *Supervisory Methods; Teacher Education; Teacher Improvement; Teaching Methods
IDENTIFIERS- *Guided Practice; Preservice Teachers

This collection of papers focuses on guided practice as a face-to-face professional activity directed toward helping teachers learn to teach and learn from teaching. The first paper, "Guided Learning from Teaching: A Fresh Look at a Familiar Practice" by Sharon Feiman-Nemser and Cheryl Rosaen, provides a conceptual framework of guided practice, shows how the framework can be used for analyzing and comparing different traditions of guided practice, and describes how doctoral administrators who had more confidence in the perceived readiness of student teachers than did the student teachers themselves. Fourteen statistical tables are included. Contains six references. (Author/LL)

ED 377 186 SP 035 630

Bush, Betty
Integrated Language Arts: Curriculum Redesign in Teacher Training.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Design; *Education Courses; Elementary Education; Higher Education; *Integrated Activities; Knowledge Base for Teaching; *Language Arts; Portfolio Assessment; Portfolios (Background Materials); Practicums; Preservice Teacher Education; *Program Implementation; Teacher Educators; *Teaching Methods; Team Teaching
IDENTIFIERS- *Northwest Missouri State University

Six communication instructors redesigned the curriculum of two courses to make integration part of teacher training both in course content and in the way trainees were taught and prepared. Having conducted a literature search, the six teachers developed a language arts interdisciplinary team to plan, pilot, and implement a new integrated approach. The resulting plan called for team teaching, opportunities for student reflection on their personal and professional growth, active learning, writing process strategies, integration of language arts components, planning and development by students of integrated teaching units around a thematic core, portfolio development, integrated language arts/reading practicum, and feedback and evaluation provided in many formats at many points during the program including video taping of student work and chances for a faculty member, teacher, and the student to view and evaluate the tape. The program was piloted with a reading methods instructor and a language arts methods instructor who, over two semesters, redesigned the curriculum for two courses as one course. They team taught the new integrated course. The program is currently in implementation, and refinement and evaluation are ongoing following Total Quality Management processes. (Contains 15 references.) (JB)

ED 377 187 SP 035 631

Marshak, David
Developing a Collaborative School Culture.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Communication Skills; *Cooperation; Decision Making Skills; Educational Change; Elementary Education; Elementary Schools; Elementary School Teachers; Governance; Graduate Study; Higher Education; *Inservice Teacher Education; Interpersonal Competence; *Participative Decision Making; *Rural Schools; School Districts; *School Restructuring; Teaching Skills
IDENTIFIERS- Collaborative Teaching; *School Culture; *Washington

In a rural Washington school district 60 percent of teachers and

Ten Complementary Principles To Retain LEP Adults in a Bilingual Family Literacy Program.

PUB DATE- 94

NOTE- 10p.; Expanded version of a paper presented at the Annual Meeting of the National Center for Family Literacy (Louisville, KY, April 18, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Persistence; Adult Basic Education; Adult Literacy; *Adult Students; Bilingual Education; Classroom Techniques; *English (Second Language); *Family Programs; *Limited English Speaking; *Literacy Education; *School Holding Power

IDENTIFIERS- Family English Literacy

An educator in a bilingual family literacy program offers 10 suggestions for enhancing the retention of limited-English-proficient (LEP) adult students, accompanied by anecdotes of personal classroom experiences. Guidelines include: (1) being responsive to student expectations about teaching method and acknowledging cultural differences; (2) acknowledging that student goals may differ from stated program goals; (3) promoting a sense of community and friendship among students and volunteers; (4) reminding each student that he brings his own set of skills and is competing only against himself; (5) helping students reduce frustration; (6) creating alternative arenas for student success, even in areas unrelated to studies; (7) mixing teaching methods and classroom formats, offering explicit reasons; (8) allowing students a chance to get to know their instructor and feel comfortable in the class environment; (9) emphasizing, gently, the variety of reasons for literacy learning; and (10) caring and letting it show. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 376 744 FL 800 827

Evaluation of the FEL Program, Final Report.

SPONS. AGENCY- National Inst. for Literacy, Washington, DC.

PUB DATE- Jan 94

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Basic Education; Citizenship Education; Classroom Techniques; *Computer Assisted Instruction; Curriculum Development; *Educational Technology; *English (Second Language); *Family Programs; Instructional Effectiveness; *Limited English Speaking; *Literacy Education; Material Development; Parent Child Relationship; Parent Education; Program Evaluation; Second Language Instruction

An external evaluation of the Family English Literacy, Plus (FEL) program of the Sweetwater Union High School District (California) is presented. Program objectives included: (1) development and implementation of curriculum and activities integrating technology-assisted instruction into the existing literacy program; (2) increasing parent/child literacy activities in the home through a "take-home technology" program for families; and (3) assessing, evaluating, and reporting the impact of these measures. The project focused on educationally disadvantaged, limited-English-proficient adults and children, Crosson); "On Teaching Theology as a Vocation" (Lawrence S. Cunningham); "A Catholic University, Maybe; But a Catholic Law School?" (Fernand N. Dutile); "The Sins of the Cornishmen: A Parable" (Sonia G. Gernes); "What Made Catholic Identity a Problem?" (Philip Gleason); "Scientific and Engineering Excellence in a Catholic Context?" (William G. Gray); "Some Theological Reflections in 'Ex Corde Ecclesiae'" (Catherine Mowry LaCugna); "The Catholic University: Living with ND (Necessary Dissonances)" (David C. Leege); "Becoming a Great Catholic University" (Craig S. Lent); "What Is a Catholic University?" (Richard P. McBrien); "What Is a Great Catholic University?" (Richard A. McCormick); "The Advantages of a Catholic University" (Ralph McInerny); "What Can Catholic Universities Learn from Protestant Examples?" (George M. Marsden); "Diversity and Change: A View from the Margin" (Naomi M. Meara); "Meeting the Challenge and Fulfilling the Promise: Mission and Method in Constructing a Great Catholic University" (Wilson D. Miscamble); "A Baptist View of the Catholic University" (Thomas V. Morris); "A Catholic University, Whatever That May Mean" (Marvin R. O'Connell); "The Department of Theology at a Catholic University" (Thomas F. O'Meara); "The Idea of a Catholic University: A Personal Perspective" (Timothy O'Meara); "On Christian Scholarship" (Alvin Plantinga); "Thirty-two Years at Notre Dame" (Morris Pollard); "Catholic Universities and the New Pluralism" (Robert E. Rodes, Jr.); "What is Catholic about a Catholic University?" (Timothy R. Scully); "Professional Education in a Catholic University" (Lee A. Tavis); "'What, Then, Does Dr. Newman Mean?' The Vision and The Views" (Mary Katherine Tillman); "Catholic Higher Education: Historic Past or Distinctive Future?" (John Van Engen). An Afterword by Theodore M. Hesburgh completes the book. (Some papers contain references.) (JB)

ED 376 762 HE 027 899

Guideline for the Comprehensive Campus Master Plan System.
PUB DATE- Jan 94
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agency Cooperation; Building Design; *Campus Planning; Capital Outlay (for Fixed Assets); College Programs; Compliance (Legal); Conservation (Environment); Coordination; Educational Facilities; Higher Education; Institutional Mission; Landscaping; *Land Use; Long Range Planning; *Master Plans; School Maintenance; State Legislation; *State Universities; Transportation; Urban Environment; Urban Universities; Utilities
IDENTIFIERS- Coastal Management; *State University System of Florida

This document is a guideline for institutions in the Florida State University System to use as they comply with state mandates requiring them to develop campus master plans and land management plans. It supplements the minimum criteria in the state's Administrative Code. For each element the guide offers description of its purpose, data requirements, analysis requirements, and requirements for goals, objectives and policies. Master Plan Elements treated here include the academic mission of the university, academic program, urban design, future land use, academic facilities, support

Public Policy; School Policy; Social Change; State Colleges; Statewide Planning; Student Financial Aid; Student Personnel Services; Two Year Colleges; Welfare Recipients; Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Job Opportunities and Basic Skills Program

A study of selected higher education institutions investigated support services provided to low income women and single parents, particularly those who receive Aid to Families with Dependent Children (AFDC). The study surveyed 76 institutions around the nation of which 60 responded. The study conducted 13 follow-up site visits in 9 states. The study also surveyed Job Opportunities and Basic Skills (JOBS) policies in 32 states. Findings revealed that though JOBS administrators say they support access to postsecondary education, actual access is constrained by continuing ambivalence to providing access through the public welfare system and the different cultures of higher education and public welfare policy. Other findings include the following: (1) women who enrolled in college on their own initiative without being referred by a case worker were often penalized by JOBS as over half of states responding reported they do not provide JOBS resources to "self-initiated" students"; (2) colleges responded to JOBS and other constraints with a variety of strategies to assist their low income students including provision of child care, financial aid, special student centers, administrative linkages with state agencies, and special admissions and placement procedures. Appendixes contain copies of the surveys, a list of participating institutions, case studies, selected JOBS policies and a bibliography containing 28 references.) (JB)

ED 376 781 HE 027 919

Morell, Darlene; Souviney, Randall
Student Evaluations of Instructional Quality: How Does UCSD Rate?
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; *College Instruction; College Students; Courses; *Educational Quality; Evaluation Methods; Higher Education; Program Evaluation; Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Effectiveness
IDENTIFIERS- *University of California San Diego

This study assessed the quality of undergraduate education at the University of California-San Diego (UCSD) using student evaluations as the assessment tool. Educational quality was defined as good scores on the UCSD Course Appraisal and Professor Evaluation (CAPE) form. UCSD's CAPE is unique because students collect, compile, and make public the results of the evaluation. The study used data from student evaluations conducted each fall quarter from 1985 through 1988 which included over 93,000 responses from students in 1,700 undergraduate courses. Results found that: (1) students tended to rate humanities and fine arts classes with higher scores than science, math, or engineering classes; (2) students preferred small classes (less than 50) and very large classes (over 300) to medium-sized classes; (3) students rated their special interest classes higher than their general education and or major/minor classes; (4) students favored associate and assistant professors over full professors and they preferred

ED 376 799 IR 016 899

Dillon, Patrick M.; Leonard, David C.
Multimedia Technology from A to Z.
PUB DATE- 95
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Communication (Thought Transfer); Computer Uses in Education; *Definitions; *Educational Technology; Glossaries; Multimedia Instruction; *Multimedia Materials; Optical Disks; *Technological Advancement; *User Needs (Information); Vocabulary

This book defines over 1,000 terms related to multimedia. Generally speaking, the terms were selected around sets of professional functions that relate to multimedia either because they belong to one of the disciplines that contribute to multimedia or because they belong to a set of competencies that originated with the birth of multimedia. An effort is made to include terms that would be of greatest use to developers working to incorporate video in their multimedia content, with special attention to those who are producing CD-ROM titles. One of the most substantial conflicts that is starting to appear in the development of multimedia is the clash of vocabularies and nomenclatures. This glossary is a step toward unifying the understanding of new concepts in the field. An annotated bibliography lists 40 resources. (SLD)

ED 376 800 IR 016 900

Dern, Daniel P.
The Internet Guide for New Users.
PUB DATE- 94
NOTE- 570p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; *Computer Networks; Educational Technology; *Electronic Mail; Guidelines; *Information Networks; *User Needs (Information)
IDENTIFIERS- File Transfer Protocol; *Internet; USENET; User Guides

This guide will help the new user get started on the Internet. It explains what the Internet is, how to use it, and how to think like an Internet user. Part 1, "Ramping Up, Getting Started," covers the basics of getting access to the Internet and general information about it. It includes a review of the history and technology of the Internet, some information about Unix, and how to get a user account. Part 2 explains the four basic aspects of: (1) electronic mail; (2) the Usenet; (3) remote login; and (4) file transfer. Part 3, "Navigating the Internet," explains the facilities that make it easier to use the Internet. Part 4 talks about being a good citizen on the Internet and considers costs. Part 5, "Commercial Services, Archives, Communities, and Miscellany," describes a range of services and resources available through the Internet. Five appendixes provide some supplemental detail for Internet use. A list of 30 resources and a glossary are included. Fifteen figures and one table illustrate the discussion. (SLD)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Childrens Literature; Elementary Education; *Library Services; Program Development; *Reading Programs; *Recreational Programs; Recreational Reading; *Summer Programs; Youth Programs
IDENTIFIERS- Florida; *Florida State Library; Library Services and Construction Act

The 1994 Florida Library Youth Program is an extension of the successful and long-running Florida Summer Library Program to help librarians provide programs for school-age children, aged 6 through 12, throughout the year. The emphasis is primarily recreational. This manual for program coordinators and library users amplifies a theme called Celebrate Our Love Of Reading (COLOR). Each of the following sections is identified with a particular color: (1) riddles and humor (red); (2) Florida (orange); (3) foods (yellow); (4) environment and conservation (green); (5) moods and feelings (blue); (6) mystery (indigo); (7) violins and violets (music and flowers) (violet); (8) night (black); (9) winter in July (white); and (10) multicultural (rainbows). Each section contains program ideas that list books to read and "booktalk" (lists of books categorized by grade), games, songs, displays, crafts, and special productions. The sections are supplemented by a 428-item bibliography that also serves as an index. (SLD)

ED 376 820   IR 055 254

DeMiller, Anna L., Comp.
Reference Service Policies in ARL Libraries. SPEC Kit 203.
PUB DATE- Aug 94
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Electronic Mail; Higher Education; Information Dissemination; *Library Services; *Online Catalogs; *Policy Formation; *Reference Services; *Research Libraries; Resource Materials; Surveys; Training; User Needs (Information)
IDENTIFIERS- Association of Research Libraries

In spring 1994, a survey on reference service policies was mailed to 119 members of the Association of Research Libraries (ARL). Seventy-one responses (60%) were received from libraries that offer reference services on a college or university campus. Less than half of the responding libraries have written policy statements, and of those that did, at least 20% of the policies are old and in need of revision. The 35% of libraries that have separate information desks keep them open an average of 63.8 hours each week and require 73.9 staffing hours. All responding libraries offer a telephone reference service, and 68% make use of an answering machine or voice mail. More than half the respondents indicate that they provide electronic mail reference services. All the libraries have online catalogs, and nearly all have terminals near the reference desk. Overall, the reference desk appears to be becoming less central as other services increase in importance. Libraries are stretching to cover multiple reference points, and tiered library services are becoming more common. The Kit contains the survey results, and responding libraries' information on their policy and procedure statements, telephone and voice mail reference service, e-mail reference service, services for the disabled, and circulation of reference materials. Flyer 203, which on alkaline paper than serials printed five years earlier. (Author)

ED 376 839 IR 055 312

BIS Handbook: An Organizational Manual & Directory. 1994-1995. Revised.
PUB DATE- 94
NOTE- 42p.; For 1993-1994 edition, see ED 373 796.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Committees; Guidelines; Higher Education; *Library Associations; *Library Instruction; Organizational Objectives; *Organizations (Groups); Research Libraries

This document is an annual guide that serves as the organizational handbook and directory of the Bibliographic Instruction Section (BIS) of the Association of College and Research Libraries (ACRL). It contains five sections: the organizational structure of the BIS, procedural information such as bylaws and the responsibilities of officers and committees, the 1992-93 BIS strategic plan, lists of standing and ad hoc committees complete with the committee charges and members, and an alphabetical list of officers and committee and task force member names and addresses. (DGM)

ED 376 840 IR 055 313

Kehrig, Alicia
Copyright Compliance by Law Firm Libraries.
PUB DATE- Nov 93
NOTE- 31p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compliance (Legal); *Copyrights; Corporations; *Law Libraries; Questionnaires; Special Libraries; Surveys

This paper investigates methods of copyright compliance by private law firm libraries. This is an important issue in light of recent lawsuits filed by publishers attempting to penalize those organizations that reproduce their materials without additional compensation. Two hundred and seventy-eight law firm libraries that are members of the American Association of Law Libraries (AALL) were surveyed to determine the extent to which copyright compliance is achieved and the methods that are being used to achieve compliance. Data from the 166 responses received (59% response rate) reveal that varying numbers of the respondents are utilizing the following methods to comply with the copyright laws: routing originals and tables of contents rather than full copies of newsletters, magazines, etc.; purchase of duplicate subscriptions; purchase of subscriptions for each library; posting copyright signs at all copy machines; contacting and paying royalties to copyright owners when necessary; and refusal to honor photocopying requests. (Only 13% are registered with the Copyright Clearance Center.) Another main emphasis of this study was to investigate how many law firms have written copyright policies and what these policies cover. The data revealed that, even though a majority of the firms do not have written policies, they are attempting to comply with the copyright laws. Copies of the survey questionnaire and the AALL Model Private Firm Copyright Guidelines (draft) are appended. (Contains 11 references.) (BBM) transaction records and in-house studies as well as quantitative/qualitative evaluation based on faculty journal evaluation surveys in an attempt to determine which journals are core journals and which others could be candidates for cooperative acquisitions. It was discovered that overall the current Ohio State East Asian Library Japanese serial collection in humanities basically reflects the needs of teaching faculty, as evidenced by the low number of ILL transactions in the East Asian humanities field. However, based on the faculty survey, 35 out of 191 journal titles either did not earn a rating of "Essential" or "Important", or the title was unfamiliar to the respondent. These 35 journals are thus not considered core journals and may be possible candidates for cooperative acquisitions with other research libraries. Appendices of 7 tables summarize the study data. (Contains 55 references.) (MAS)

ED 376 860 IR 055 342

Bolton, Bonnie J.
A Community Documents Its History: A Brief Account of the Shaker Historical Society and the Elizabeth Nord Library.
PUB DATE- Nov 94
NOTE- 44p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Cultural Background; *Cultural Education; *History; Interviews; Librarians; Library Services; Museums; Preservation; *Religious Cultural Groups; *Special Libraries
IDENTIFIERS- Curators; *Museum Libraries; Ohio; Shaker Historical Society OH; *Shakers

This paper provides a detailed account of the inception and growth both of the Shaker Historical Society and its museum and library in Shaker Heights, Ohio. It analyzes secondary sources of information and history, primary sources such as eyewitness accounts, records, annual reports, unpublished histories, and museum circulation records. Library policies are ascertained and services identified. Informal interviews with the museum curator and librarian indicate that the organization is growing in the area of professionalism and pro-actively planning for the future. Through the library and museum's collection, staff and service and through the efforts of the society's current members, the Shaker faith and lifestyle remain accessible to today's inquirer. As the remaining handful of Shakers become extinct, this library and historical society will preserve a record of their life and culture. (Contains 40 references.) (MAS)

ED 376 861 IR 055 362

Lankard, Bettina A.
Your Guide to ERIC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); *Allied Health Occupations Education; Community Colleges; Eligibility; Evaluation Criteria; Foreign Countries; Guidelines; Program Administration; Program Descriptions; *Technical Education; Two Year Colleges
IDENTIFIERS- *Canada

Designed as a guide to accreditation for educational programs in designated health science professions in Canada, this report provides educators with guidelines, general requirements, and requirements for specific programs. Following information on the organization, structure, goals, mission, values, philosophy, and terminology of accreditation of health science programs in Canada, part I provides general requirements and guidelines for educational programs. Guidelines are presented with respect to responsibility for educational program, program committees, program objectives and student evaluation, program structure and delivery, didactic/clinical integration, direction/coordination at program sites, didactic program staff, clinical education, instructor/student ratio, medical input, program records, program policies, educational facilities, recommended number of students, and total program evaluation. Part II provides specific accreditation requirements and guidelines for programs in each of the following health science disciplines: cardiovascular perfusion; cytotechnology; diagnostic ultrasound technology; emergency medical technology (levels I, II, and III); medical laboratory technology; nuclear medicine technology; ophthalmic medical assisting technology; radiation therapy; radiological technology; and respiratory therapy. Part III discusses accreditation procedures, covering categories of accreditation and non-accreditation; the accreditation process; responsibilities of an accredited program site; terms of reference for surveyors; sample applications for accreditation; and sample program assessment. (KP)

ED 376 878 JC 940 648

Bordner, Marsha
Proposal and Rationale for the Development of a Mac Lab.
PUB DATE- 7 Jan 93
NOTE- 20p.; Paper presented at the Annual Conference on Information Technology of the League for Innovation in the Community College (10th, Houston, TX, November 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Commercial Art; Community Colleges; *Computer Assisted Instruction; *Computer Centers; Computer Graphics; *Computer Networks; Computer Software; *English Instruction; Program Development; Two Year Colleges; *Word Processing
IDENTIFIERS- Apple Macintosh; *Clark State Community College OH

At Clark State Community College (CSCC), in Ohio, faculty in the Commercial Art and English departments have investigated and debated the best uses for a Mac Lab. Computer needs for the Commercial Art Program were determined through visits to local businesses that produce art on a commercial level; to local

Courses; *Required Courses; *School Orientation; School Surveys; *Transfer Policy; Two Year Colleges

In an effort to determine whether OR 100, a college success orientation seminar offered at New Jersey's Cumberland County College (CCC), should be upgraded to a college-level course and whether OR 101, a one-unit orientation course, should be required of all students, CCC surveyed 288 two- and four-year institutions in New Jersey, Delaware, and Pennsylvania regarding courses accepted as transfer credits and current offerings. Completed questionnaires were received from 86 institutions, 21 of which were two-year colleges and 56 of which were private institutions. Study results included the following: (1) 60% of the responding institutions indicated that they would not accept OR 100 in transfer, compared to 33% that would; (2) CCC orientation courses were considered transferable at approximately the same rate by two- and four-year colleges; (3) 37% of the institutions indicated that a freshman seminar or equivalent orientation was a requirement; and (4) similar to CCC practice, this course was offered by the student services department at 26% of the reporting institutions, while 76% of the time the course was offered for credit. (KP)

ED 376 896 JC 950 001

Irwin, Michael; And Others

A Collaborative Model for Providing Literacy Training Utilizing the "One Stop Shop" Concept.

PUB DATE- Apr 94

NOTE- 13p.; Paper presented at the Annual Meting of the NETWORK Conference (Baltimore, MD, April 9-12, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Agency Cooperation; Community Colleges; Cooperative Planning; *Cooperative Programs; *Job Training; *Literacy Education; Program Descriptions; *Shared Resources and Services; Two Year Colleges; *Vocational Training Centers

IDENTIFIERS- Wood County Literacy Coalition WI

The Wood County Literacy Coalition (WCLC), in Wisconsin, is a unique partnership of state- and federally-funded employment and training agencies, local non-profit agencies, and area vocational and technical colleges. There is a great need for such cooperative efforts in the provision of adult literacy services. To succeed, all involved literacy providers must recognize that no one agency or educational design will successfully address all of a community's adult literacy needs; all providers must be convinced that the benefits of cooperation are greater than the costs; each organization must understand that the vested interests of other participants are as valid as its own; and there must be agreement on how funding sources will be pursued and used. In Wood County, literacy education, as well as other education, employment, and training efforts, are all delivered by local Job Centers. The Job Centers are described as "one-stop shopping centers," providing coordinated, seamless employment and training services for job seekers and employers. Job Centers are the primary mechanism for the operation of Job Training Partnership Act and Job Opportunities and Basic Skills employment and training programs. Before the Job Centers were developed, a series of local meetings were held to solicit input on desired features. The major features included: (1) shared equipment, staff, and

and (4) fall 1993 also had the highest number and percentage of failed courses of the study period with 2,222. Recommendations include continuing to monitor course grades and withdrawals; encouraging faculty to make appointments with students who are doing less than C work, since research has shown student who are in most need of assistance are least likely to ask for help; and encouraging faculty to examine their course timelines to see if they are providing students with an indication of satisfactory or unsatisfactory work prior to the drop deadline. (Includes information on the drop deadline and a letter supporting the study.) (KP)

ED 376 914   JC 950 023

Registered Nursing Alumni Surveys, 1991-1994.
PUB DATE- Dec 94
NOTE- 39p.; For 1991 data only, see ED 354 947.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Choice; *College Outcomes Assessment; Community Colleges; Comparative Analysis; Educational Quality; Education Work Relationship; *Graduate Surveys; Longitudinal Studies; *Nursing Education; *Participant Satisfaction; Salaries; Student Attitudes; Two Year Colleges; *Vocational Followup
IDENTIFIERS- College of the Canyons CA

Since May 1991, College of the Canyons (CoC) in California, has conducted annual surveys of the registered nursing graduates. As of May 1994, 160 surveys have been distributed and 100 completed surveys have been received. An analysis of responses over the 4-year period and comparisons between years indicate the following: (1) 87.9% of the respondents indicated that they would select a nursing major again if starting over; (2) 89.9% indicated CoC was their first choice when they enrolled; (3) 50.5% reported that they chose CoC for its location, while 26.3% chose it for the quality of the program; (4) 29.3% attended CoC for 3 years, 26.3% for 2 years, and 16.25 for 4 years; (5) 56.1% reported grade point averages (GPA's) of 3.0 to 3.4, 36.7% reported GPA's of 3.5 to 4.0, and 7.1% reported GPA's of 2.0 to 2.9; (6) 97.9% were employed in the field, 80.9% of these were employed full-time, and the largest percentage of alumni employed full-time received a salary of $30,000 to $39,999; (7) 15 alumni reported that they had enrolled at another educational institution after graduation, with most stating that they were more than adequately prepared; (8) the number of male graduates has increased from 0 in 1990 to 28 (14.3% of graduates) in 1993; (9) the percentage of graduates employed at the time of the survey has decreased from 100% in 1990 to 78.6% in 1993; and (10) 36% rated their preparation for their job as excellent in 1993, up from 10% in 1992, but down from 50% in 1990. (The survey instrument is appended.) (KP)

ED 376 915   JC 950 024

Predictive Validity Study of the APS Writing and Reading Tests and Validating Placement Rules for the APS Writing Test.
PUB DATE- May 94
NOTE- 29p.; For related documents, see ED 374 853 and ED 374 857.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

This guide contains profiles of 16 activities for young children to participate in while attending camp. Each profile contains the theme of the activity, a list of materials needs, a description of the activity itself, and an explanation of the teacher's role in the activity. The activities focus on: (1) songs and dances; (2) dramatic play; (3) puppetry and story telling; (4) parachute play; (5) picnicking; (6) cooking; (7) making bird feeders; (8) creating nature collages; (9) working with clay; (10) sorting and classifying; (11) making leaf imprints; (12) constructing leaf bracelets; (13) hide-and-seek; (14) star gazing; (15) watching camp fires; and (16) bug collecting. A list of children's books with a camping theme is included. (MDM)

ED 376 933 PS 022 605

Wadlington, Elizabeth; Hicks, Karen
Using Process Writing To Teach Problem Solving to Middle School and Junior High Students.
PUB DATE- Mar 94
NOTE- 16p.; Paper presented at the Annual Conference of the Association for Childhood Education International Study (New Orleans, LA, March 30-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Communication Skills; Elementary School Students; Integrated Curriculum; Intermediate Grades; Junior High Schools; Junior High School Students; *Mathematics Instruction; Middle Schools; *Problem Solving; *Process Education; Teaching Methods; *Word Problems (Mathematics); *Writing Skills; *Writing Workshops
IDENTIFIERS- Middle School Students; NCTM Curriculum and Evaluation Standards; *Process Approach (Writing)

This paper discusses the use of process writing to assist middle and junior high school students in becoming competent, confident mathematical problem solvers and communicators. The process writing technique involves students in four recursive, overlapping stages in writing: rehearsing, drafting, responding, and revising. Students utilize this technique in daily writers' workshops to produce a class book of creative, meaningful math problems. This method of instruction not only helps students to better understand mathematical concepts, but also encourages them to express and think about their problem-solving skills. It also follows the guidelines outlined by the National Council of Teachers of Mathematics (NCTM) in their curriculum standards. A typical classroom scenario involving the four-step process writing technique and examples of student work are presented. (MDM)

ED 376 934 PS 022 619

Health and Learning. Coordinators' Notebook: An International Resource for Early Childhood Development.
PUB DATE- 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Development; *Child Development Centers;

in 1993, including Minneapolis, St. Paul-Frogtown, Columbia Heights, St. Cloud, and Winona. The main features and funding levels of the five programs are discussed. An evaluation of the five programs is also described, noting that: the vast majority of parents considered WTG to be beneficial to their families; the program increased levels of parent involvement in school activities; and use of child health and developmental screening increased. The report recommends that the WTG program be expanded beyond a pilot program, with increased state funding. It also calls for increased interagency collaboration, the creation of multidisciplinary advisory councils for each program, and a sensitivity to cultural differences and accessibility. (MDM)

ED 376 953 PS 022 758

Oberlander, June R.
Slow and Steady, Get Me Ready.
PUB DATE- Apr 94
NOTE- 13p.; Paper presented at the Conference of the Midwest Association for the Education of Young Children (Peoria, IL, April 20-23, 1994). For related documents, see ED 332 802, PS 022 760-761, and PS 022 763.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Home Programs; Individual Development; *Infants; *Learning Activities; Parent Materials; Parents as Teachers; Play; Preschool Children; Preschool Education; School Readiness; Teaching Methods; *Toddlers
IDENTIFIERS- *Developmentally Appropriate Programs

Written by a retired kindergarten teacher with 25 years of experience, this paper presents the text for a video demonstration of at-home sensory activities to stimulate development in children from birth to age 5. The introduction notes recent research indicating that learning begins at birth, and explores the effect of early stimulation on babies' cognitive development, even for high-risk children. The remainder of the paper lists developmentally appropriate sensory activities that parents or caretakers can perform with infants and children, and suggests outcomes for these activities. The activities are organized by each year of the child's life, and include stacking and knocking down objects, dropping objects in a bottle, playing with water, and playing telephone games. (HTH)

ED 376 954 PS 022 760

Oberlander, June R.
Slow and Steady, Get Me Ready. The How-To Book That Grows with Your Child = Despacio y constantemente, preparenme. El Libro de Instrucciones que Crece con su Nino(a) Videotape .
PUB DATE- 92
NOTE- For related documents, see ED 332 802, PS 022 758, PS 022 761, and PS 022 763.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Non-print Media (100)
DESCRIPTORS- Behavior Development; Child Development; Developmental Stages; *Individual Development; *Infants;

Michael, Robert O.; And Others
Promoting Achievement in Child Centered Education: Evaluation of a Non-Graded, Multi-age, Continuous Progress Primary School (K-3).
PUB DATE- 6 Apr 94
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Rating; Classroom Design; Classroom Techniques; *Continuous Progress Plan; Curriculum Development; Educational Improvement; Elementary School Curriculum; Evaluation Methods; *Nongraded Instructional Grouping; Portfolio Assessment; Primary Education; Program Effectiveness; Program Evaluation; Self Esteem; Socialization; Student Evaluation; Teaching Methods
IDENTIFIERS- Louisiana

An evaluation was conducted of a comprehensive plan to restructure a primary school in Candler County, Georgia, into a non-graded, multi-age, continuous progress learning center. The project entailed restructuring the classroom, implementing a shared decision-making structure, developing a learning curriculum, and using portfolio assessment to monitor student progress. The project was evaluated on three objectives: academic success, positive self-esteem and socialization, and the project's shared decision-making structure. These objectives were evaluated according to a case-study design, with the inclusion of quantitative and qualitative techniques. Academic success was examined through the following instruments: the Iowa Test of Basic Skills, portfolio writing, an informal reading inventory, and teacher ranking. Parent questionnaires, teacher questionnaires, and teacher interviews were used to evaluate positive self-esteem and socialization. Teacher interviews, teacher workshops, teacher questionnaires, and parent questionnaires were used to examine the shared decision-making structure. The evaluation found that all three objectives were being met by the project. Caveats included the need for administrative support, teacher understanding and motivation, cooperation from other schools and the central office staff, and community support. (VL)

ED 376 972 PS 022 817

Wiegel, Heide G.
Organization of Counting in Joint Counting Tasks and the Emergence of Cooperation in Pairs of Kindergarten Students.
PUB DATE- Apr 94
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). Paper is based partly on a doctoral study.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Computation; *Cooperation; Coordination; Group Dynamics; Grouping (Instructional Purposes); *Interpersonal Relationship; *Kindergarten Children; Peer Relationship; Primary Education

This study investigated manifestations of collaborative work with pairs of kindergarten children during counting tasks designed to promote early number development. The data were collected by whatever they were rewarded for doing. Still other studies have shown that people who are offered rewards for performing tasks will generally choose the easiest task to perform. In the absence of rewards, by contrast, children are inclined to pick tasks that are just beyond their current level of ability. To deal with the implications of these data, classroom management practices that rely on rewards ought to be reconsidered. Assessment practices should be designed so that children experience success and failure not as reward and punishment, but as information. When children receive feedback in the form of information, they are helped to develop their own criteria for successful learning instead of encouraged to be dependent on securing someone else's approval, and they experience unconditional support instead of a positive response that is conditional on meeting someone else's demands. Contains 12 references. (BC)

ED 376 991 PS 022 936

Davis, Bernadette Caruso; Shade, Daniel D.
Integrate, Don't Isolate! Computers in the Early Childhood Curriculum. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Class Activities; Computer Assisted Instruction; *Computers; Computer Software; *Computer Uses in Education; Early Childhood Education; *Integrated Activities; *Integrated Curriculum; *Learning Activities; Microworlds; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- ERIC Digests; Project Approach (Katz and Chard)

When computers are relegated to a single room in a school where children use them only occasionally, their potential impact on children's learning is minimized. When computers are integrated into the curriculum and are applied to real problems, however, children gain the ability to use computers as natural tools for learning. For example, when a teacher chooses a topic for an integrated study project, the class will define relevant concepts related to that topic and choose activities to explore those concepts. Sometimes computers will be the most appropriate tool for exploring the concepts. As they work on their project, children can use computer programs to construct stories with pictures, labels, and voice recordings; gather information from CD-ROM encyclopedias; compose and illustrate stories; and write letters to experts. Children can also use microworlds, or programs that help them discover concepts and cause-effect relationships, and serve as a bridge between hands-on experience and abstract learning. Teachers help children learn in computer-enriched classrooms by filling several roles. Initially, teachers serve as instructors to children in the use of computers. Later, as children gain more experience, the teacher's role moves to that of a coach. By using computers themselves, teachers can also serve as models to children Finally, teachers must be critics of computer software, learning to select the best software to enhance children's development. In all cases, teachers must remember that without

ED 377 009 RC 019 885

Itin, Christian
Ericksonian Approach to Experiential Education, Part 1: Developing the Stance of the Practitioner; Part 2: Tailoring Interventions; Part 3: Applying Specific Ericksonian Techniques.
PUB DATE- Nov 94
NOTE- 15p.; In: Experiential Education: A Critical Resource for the 21st Century. Proceedings Manual of the Annual International Conference of the Association for Experiential Education (22nd, Austin, TX, November 3-6, 1994); see RC 019 884.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adventure Education; *Counselor Client Relationship; *Experiential Learning; Hypnosis; *Metaphors; *Psychotherapy
IDENTIFIERS- *Adventure Therapy; *Erickson (Milton H); Isomorphism

This three-part workshop presentation explores the ideas of Milton Erickson on the therapeutic relationship and the therapeutic use of metaphor, and applies these ideas to experiential education and adventure therapy. Part 1 introduces the practitioner to the core philosophy within an Ericksonian approach: "utilization" of a client's behavior and symptoms as the material for therapy. In order to utilize this material, the practitioner must develop observational skills to pick up on the minimal cues provided by the client. Zeig's diamond model of the therapeutic relationship describes the "position" of the practitioner in relation to the client and the "posture" or stance of the practitioner within the relationship. Position involves perception, power, compassion, and social role, while postures include response readiness, creativity for change, perceptual acuity, indirect communication or metaphor, and communicating for effect. Part 2 discusses tailoring interventions specific to each client. Gass's seven-step model helps practitioners make adventure activities more isomorphic (more similar to the client's experience) by assessing the values, beliefs, and motivation of the client. Part 3 describes Ericksonian techniques applicable to adventure activities. These techniques, which represent a future direction for facilitation in experiential education, are paradox, double bind, ordeals (tasks prescribed to the client that cause as much or more distress than the client's symptoms), and hypnotic language (language that encourages the natural trance associated with full absorption in a task or event). Contains 14 references. (SV)

ED 377 010 RC 019 886

Curtis, Rick
Running a Frosh Wilderness Orientation Program.
PUB DATE- Nov 94
NOTE- 18p.; In: Experiential Education: A Critical Resource for the 21st Century. Proceedings Manual of the Annual International Conference of the Association for Experiential Education (22nd, Austin, TX, November 3-6, 1994); see RC 019 884.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Guide.
PUB DATE- Aug 90
NOTE- 58p.; Oversized posters reproduced in sections.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Recycling; *Solid Wastes; *Student Projects; Waste Disposal

This guide is designed for adult volunteer leaders, camp counselors, and teachers who want to explore the subject of recycling with youth. An introduction explores the waste disposal options of reducing, reusing, and recycling, and reasons for recycling. Additional background information is provided on common solid waste and how it can be reused and recycled. Each of 11 activities includes some or all of the following: an introduction, student objectives, materials needed, activity procedure, follow-up questions, and reproducible student worksheets. Students organize a school waste-reduction project, research local community waste issues, learn facts about waste disposal, expand waste-related vocabulary, become aware of resources used in everyday life, build a terrarium, grow plants from garbage, and build an indoor worm composting system. Additional sections contain: (1) information on reducing, reusing, and recycling in the home; (2) information on careers related to solid waste; (3) a 25-word glossary; and (4) a list of 31 additional 4-H natural resources publications. (LZ)

ED 377 028 SE 053 570

Ostlund, Karen L.
Science Process Skills: Assessing Hands-On Student Performance.
PUB DATE- 92
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Evaluation Methods; *Process Education; Science Activities; Science Education; *Science Process Skills; Worksheets
IDENTIFIERS- *Hands on Science

This book contains 78 activities that can be used to assess student progress in the development of science process skills. Inexpensive and flexible hands-on activities can be used with individuals, small groups, or an entire class to assess student progress either throughout the year, after a specific unit of instruction, or as a year-end evaluation. The activities also provide an opportunity for students to prepare for local and state achievement tests. The assessment program includes: (1) complete instructions for testing the major process skills; (2) separate tests for each of levels 1 to 6; (3) materials lists; (4) blackline masters for recording answers; and (5) answer key. The process skills tested for levels 1-6 are observing, communicating, estimating, measuring, collecting data, classifying, inferring, predicting, and making models, as well as, interpreting data, making graphs, hypothesizing, controlling variables, defining operationally, and investigating, for levels 3-6. (LZ)

ED 377 029 SE 053 696

McComas, William F.

population education. Each of 91 entries contains standard bibliographic information, prices, International Standard Book Numbers, appropriate grade levels, and a short description of the product. Resource areas include: (1) books on population; (2) books on the environment; (3) books geared towards children; (4) books that provide a different viewpoint; (5) periodicals on population; (6) handbooks, reports and wall charts; (7) film and video; (8) teaching materials available from Zero Population Growth; (9) teaching materials from other sources; (10) mathematical models software; (11) simulation software; and (12) problem solving games software. (LZ)

ED 377 050 SE 055 415

Zaslavsky, Claudia
Fear of Math: How To Get Over It and Get On with Your Life.
PUB DATE- 94
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Females; *Intervention; Mathematics Achievement; *Mathematics Anxiety; *Mathematics Education; *Minority Groups; Social Class; *Social Differences

This book about mathematics anxiety focuses on many factors in society that bring about fear and avoidance of mathematics, and the influence of these factors on various groups in the population. The book begins with several stories of people who have suffered from or overcome mathematics anxiety, followed by a chapter giving reasons for overcoming it, including many real-life examples where an understanding of mathematics is necessary. The next chapter discusses myths of innate inferiority, including spatial ability, the Scholastic Aptitude Test, timed tests, intelligence tests, and needed research. In chapter 4 gender, race, ethnicity, and class are discussed. The next two chapters discuss mathematics in schools and school math versus real math. Chapter 7 includes strategies for overcoming fear and avoidance of mathematics and how to accommodate unique learning styles. The next chapter discusses how families and parents can help their children be more successful in mathematics. The last chapter is a call for a more humane mathematics that will serve all people. A list of intervention programs, organizations and government agencies, distributors of mathematics books and materials, and a select bibliography are included. (MKR)

ED 377 051 SE 055 417

Murdoch, Kath
Ideas for Environmental Education in the Elementary Classroom.
PUB DATE- 94
NOTE- 194p.; Adaptations for North American Edition by Joreen Hendry.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activities; *Curriculum Development; Elementary

Madison.
PUB DATE- 92
NOTE- 378p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Calculators; Criticism; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Mathematics Achievement; Mathematics Education; *Mathematics Tests; *Sex Differences; State Programs; *Student Evaluation; Testing
IDENTIFIERS- *Alternative Assessment; NCTM Curriculum and Evaluation Standards; Reform Efforts; *State Mathematics Assessments

This books contains papers written on issues related to externally mandated mathematics tests and their influence on school mathematics. Chapter 1 presents an overview of the book, including brief abstracts of each chapter. Chapter 2 presents a summary of the overall problems associated with the need for valid information. Remaining chapters include: (3) Implications of the National Council of Teachers of Mathematics (NCTM) Standards for Mathematics Assessment (Norman Webb & Thomas A. Romberg); (4) Curriculum and Test Alignment (Thomas A. Romberg, and others); (5) State Assessment Test Development Procedures (James Braswell); (6) Test Development Profile of a State-Mandated Large-Scale Assessment Instrument in Mathematics (Tej Pandey); (7) Assessing Students' Learning in Courses Using Graphics Tools: A Preliminary Research Agenda (Sharon L. Senk); (8) Mathematics Testing with Calculators; Ransoming the Hostages (John G. Harvey); (9) Gender Differences in Test Taking: A Review (Margaret R. Meyer); (10) Communication and the Learning of Mathematics (David Clarke, and others); (11) Measuring Levels of Mathematical Understanding (Mark Wilson); (12) A Framework for the California Assessment Program to Report Students' Achievement in Mathematics (E. Anne Zarinnia & Thomas A. Romberg); (13) Evaluation--Some Other Perspectives (Phillip C. Clarkson). A reference list organized by chapter contains 300 citations. Appendices include the NCTM Evaluation Standards, a classification matrix, illustrative questions, history and rationale for student mathematics journals, SMP Project student log sample pages, and the report of Vermont's Mathematics Portfolio Assessment Program. (MKR)

ED 377 074 SE 055 580

Reardon, Betty, Ed.; Nordland, Eva, Ed.
Learning Peace: The Promise of Ecological and Cooperative Education.
PUB DATE- 94
NOTE- 234p.; With the assistance of Robert Zuber.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Cultural Education; *Ecology; Elementary Secondary Education; *Environmental Education; Foreign Countries; *Peace; *Social Responsibility
IDENTIFIERS- Russia

This book is a collection of writings by American, Russian, and Norwegian scholars who, in 1988, launched the Project on Ecological and Cooperative Education. Formation of the group was motivated by the conviction that the planet needs an ecologically conscious culture to overcome the fragmentation and specialization that is typical of the worldview of dominant and defend a position on public issues. In this unit, the progressive era, a major reform period in U.S. history that stretched from about 1900 to 1915 is discussed. The book suggests that large scale reform is difficult to achieve because reformers often assume that their interests, values, and goals are shared by everyone except the "bad guys." Yet the bad guys often are not bad, just operating with a different set of interests, values, and goals. Reforms in one era may create the problems another generation of reformers tries to solve. Illustrating these differences of opinion are the critical questions of this unit: (1) Who should decide what reforms are needed? How can we distinguish between a change to advance a special interest and a reform in the public interest? What are the best methods for achieving change? (2) What is the government's responsibility to provide for and protect the health and safety of individuals? What is the individual's responsibility for protecting himself and other members of society? and (3) What is a corrupt government? Can government be better than the people it governs? What is the good citizen? This document is divided into six sections. The first is introductory. The second discusses the emergence of progressivism, and includes the United States at the turn of the century, the muckrakers, citizen action, and the progressives on education. The section on reforming city government discusses political machines and corruption. The fourth section talks about consumer protection. The fifth section relates these ideas to today's issues. The last section is a review and provides reflection on the topic. In the accompanying teacher's guide, instructions are given for the teacher to analyze the issues and teach the unit. The guide suggests that teachers preparing to teach the unit should have students come up with a list of current social problems. The teacher then chooses one of the issues to which strong disagreement is guaranteed. Students may then be divided into small groups. Handouts are included in which students learn about different types of issues and strategies for dealing with them. Instructions for introducing the unit offer information for the sections in the text including the emergence of progressivism, reforming city government, federal action toward consumer protection, and today's issues. A 10-item bibliography and three student handouts are included in this teacher's guide. The handouts are on strategies for analyzing public issues, who is responsible, and what is a proper response to a wrong or injury? (DK)

ED 377 091 SO 023 569

Glade, Mary Elizabeth; Giese, James R.
Immigration: Pluralism and National Identity. Public Issues Series.
PUB DATE- 89
NOTE- 81p.; Accompanying 8-page "Teacher's Guide" is appended.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Influences; *Cultural Pluralism; Discussion (Teaching Technique); *Immigrants; *Policy Formation; *Public Policy; Secondary Education; Social Studies; Teaching Guides; *United States History
IDENTIFIERS- *National Identity

This booklet is part of a series designed to help students take

(141)
DESCRIPTORS- *Disarmament; Elementary Secondary Education; Foreign Countries; Global Approach; *Global Education; International Education; *International Relations; *Interviews; *Peace
IDENTIFIERS- *Peace Education

Fifty experts, representing 22 countries provide their comments and views on the use of terms such as "disarmament education" and "peace education" in international debates. Part 1 of the report presents a summarization of the major characteristics of the answers. Some of the interviewees emphasize that the terms are not interchangeable and that it is useful to be equipped with a variety of terms in dealing with this group of educational endeavors. Separate discussions present the view of the terms "education for international understanding," "disarmament education," "global education," "peace education," and other terms. Some of the experts indicate that there is a need for flexibility of terms and for new terms. Part 2 gives more detailed documentation of the 50 interview replies. (CK)

ED 377 111   SO 024 422

Brenes, Abelardo; Ito, Takehiko
Peace Education: Perspectives from Costa Rica and Japan. Peace Education Miniprints No. 62.
PUB DATE- Apr 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Education; Cultural Exchange; Foreign Countries; Higher Education; International Cooperation; *International Relations; *Interpersonal Relationship; *Interviews; Multicultural Education; *Peace; Secondary Education; *Teacher Education
IDENTIFIERS- *Costa Rica; *Japan; Peace Education

This publication explores the views of two present members of the International Peace Research Association: Abelardo Brenes and Takehiko Ito. Brenes and Ito answer 13 questions related to peace education issues in their individual interviews. Abelardo Brenes is a professor at the University of Costa Rica and a consultant to the University for Peace, and has coordinated the Central American Program for the Promotion of Human Rights and Peace Education. Takehiko Ito is an associate professor at Wako University in Tokyo (Japan), chairperson of the Committee on Research of Peace and Disarmament Education of the Japanese Scientists Association, and secretary of Japanese Psychologists for Peace. (Author/CK)

ED 377 112   SO 024 423

Bartis, Peter; Bowman, Paddy
A Teacher's Guide to Folklife Resources for K-12 Classrooms. Publications of the American Folklife Center, No. 19.
PUB DATE- 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Community Programs; *Cultural Education; *Elementary Secondary Education; *Folk Culture; National Programs; Regional

Hammond), a freshmen level studio art foundation course is the arena for projects which integrate drawing skills and three-dimensional design concepts in pop-up image picture bookmaking. Annotated bibliographies of both picture books and pop-up books are included in this work. The volume concludes with biographical information on the authors. (MM)

ED 377 131 SO 024 615

Rittner, Stephen
A Bibliography of Floral Design Books for Visual Artists, Teachers of Floral Designing, and Librarians.
PUB DATE- May 92
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Art Activities; *Art Education; Art History; Higher Education; Instructional Materials; *Resource Materials
IDENTIFIERS- *Floral Design

This work begins with a brief history of floral design. While floral art is often anonymously created, functional in purpose, and transient in nature, this document argues for validity of floral design as an art form. The bibliography of 617 works excludes non-design books, while presenting a wide range and variety of recent and past floral art design styles. Books are crosslisted alphabetically by author and alphabetically by category. The categories included are: (D) dried arrangements; (F) funeral designs; (FR) foreign designs; (J) Japanese designs; (V) vase arrangements; (W) wedding flowers; and (WR) wreaths. A list of floral art periodicals also is included. A followup section presents teaching projects and activities which utilize the floral design bibliography as a study tool. The work concludes with brief biography data about the author. (MM)

ED 377 132 SO 024 616

Haynes, Douglas
Micronesian Art Historical Research and Library Collection Resources in Micronesia.
PUB DATE- Nov 91
NOTE- 9p.; Paper presented to the Art Education Delegation Exchange (Beijing, China, November 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Architecture; Archives; *Art History; Foreign Countries; Higher Education; *Library Collections; *Non Western Civilization
IDENTIFIERS- Micronesia

This paper briefly describes the geographic region and some indigenous artifacts of Micronesia. The state of art historical research in the area and currently available library resources are discussed. Micronesia is comprised of seven island nations peopled by distinctly unique cultural groups. Study of Micronesian art and architecture is relatively recent. Early work was done by German, then Japanese, expeditions. More recently, Americans, as well as European and Japanese researchers, have studied the art and cultures of Micronesia. Among art forms studied are latte stones, dating from 1000 A.D. to 1668 A.D. These were hand smoothed and fitted limestone columns and capstones used to construct A-frame houses for the

This paper advocates for the improvement of presentational methods of teaching and expository learning, based on David Ausubel's theory of Meaningful Verbal Learning and its derivative, the Advance Organizer Model of Teaching. This approach to teaching enables teachers to convey large amounts of information as meaningfully and efficiently as possible, while allowing for student acquisition and retention of that information. The Advance Organizer Model provides teachers with a method for improving their presentations and enhancing students' abilities to learn from them. Use of the model is illustrated with a lesson for Year 9 Home Economics students in Australia on the food and nutritional practices of people from various cultures. Planning and preparation of the lesson involved creating a knowledge hierarchy, observing the learners and determining the learning task, and developing an expository organizer to help students relate to new data. The lesson involved three phases: presentation of the advance organizer; presentation of the learning material or task; and strengthening cognitive organization, to anchor the material in the student's existing cognitive structure. The script of an audiotaped presentation of the lesson is presented and critically analyzed. (Contains 11 references.) (JDD)

ED 377 151 SP 035 551

Knauth, Shaunti; Kamin, Colleen
What Happens When It's Not Training or Induction but Training and Induction.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Higher Education; *Internship Programs; Job Satisfaction; Mentors; Nontraditional Education; *Partnerships in Education; Professional Development; Program Evaluation; Public Schools; *Teacher Attitudes; *Teacher Education Programs; *Teaching (Occupation); Urban Schools
IDENTIFIERS- Chicago Public Schools IL; Illinois (Chicago); *Teachers for Chicago IL

The purpose of this paper is twofold. First, it describes "Teachers for Chicago" (TFC), an alternative entry program into the teaching profession aimed specifically at developing teachers for urban schools. Second, it examines how novice teachers in the program were influenced by university coursework, mentor teachers, and the communities in which they were placed. The program is not an "alternative certification" program because all candidates entirely fulfill state requirements for licensure. It does, however, present an opportunity to enter the teaching profession without any education background at the outset. The paper presents an evaluation of the process and analyzes effects of the program during its first two years of operation. Discussion centers on: (1) how the interns developed their sense of effectiveness as teachers; (2) significant sources for learning about teaching strategies; (3) obstacles to teaching; (4) satisfaction with the choice to become a teacher; and (5) withdrawal from the program. Analysis found that several factors significantly influence the satisfaction participants have found in their new profession. Data were gathered through interviews with program students were assisted in constructing a normative stance to use in appraising particular instances of guided practice. The papers that follow apply the framework to the study of particular instances of guided practice work with prospective and practicing teachers. The papers include: "Dilemmas of a Field Instructor: A Search for Common Ground" (Jaime Grinberg and others); "Louise and Me: An Analysis of a Field Instructor's Construction of Guided Practice" (Sharon A. Schwille); "Constructing a Practice: How an Educational Vision Shapes the Work of a Field Instructor and Her Teacher Candidates" (Jenny Denyer); and "Learning with Experience" (Nancy Jennings and others). Each paper highlights issues, dilemmas, and tensions that emerged from careful study of one guided practice episode. (Each paper contains references.) (JDD)

ED 377 170 SP 035 603

Tanner, Michael, Ed.
Classroom Research by Classroom Teachers. 1985.
PUB DATE- Dec 85
NOTE- 50p.; For Volume 2, see SP 035 604.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Action Research; Classroom Research; *Classroom Techniques; Educational Research; *Educational Researchers; Elementary Secondary Education; Experiments; Professional Development; Research Projects; Teacher Participation; *Teacher Role; *Teaching Methods

This document presents descriptions of 11 experimental, descriptive, and naturalistic research designs created by classroom teachers about questions that they had and that they investigated within the context of teaching dynamics unique to their classrooms. An action research approach was utilized, emphasizing immediate application of a method and not development of more theory. An introductory chapter explains characteristics of educational research and suggests how it may be connected to school improvement and change. The research projects are then presented. Experimental designs focus on teaching vocabulary, computer programming, water color painting, life science, writing, and social studies. Descriptive research studies focus on placement recommendations, reading class, and writing. A naturalistic research design deals with secondary level science classes. For each research project, information generally includes a statement of the question to be researched, description of the sample or population, specific procedural steps followed, description of data collected, conclusions, and a statement of how the research helped the teacher and the students. (Contains 10 references.) (JDD)

ED 377 171 SP 035 604

Tanner, Michael, Ed.
Classroom Research by Classroom Teachers, 1992.
PUB DATE- 92
NOTE- 168p.; For Volume 1, see SP 035 603.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Action Research; Classroom Research; *Classroom Techniques; Educational Research; *Educational Researchers;

administrators have completed a course on collaboration as part of a key effort to bring a collaborative culture to their schools. This course was one part of a change effort that included development of School Advisory Committees where teachers and administrators made significant decisions together through consensual processes. Teachers from grades K-6 worked together to adapt district curriculum guidelines to their own school's mission and character. Over several years teachers evolved a variety of teaching teams so that almost all instructional staff teach in collaborative groups for a significant part of their day. These efforts have brought significant, positive change. Changes were possible because most teachers wanted to break out of their isolation and work together and because they developed collaborative skills through ongoing practice in their schools and through focused course work. Graduate courses on collaboration offered in the district followed a pattern of practice in class which, in turn, was followed by application, and then reflective debriefing. Components of the courses included work with parts of four books on teaching and collaboration, practice applying collaborative skills, exploration of conflict, and decision making with a focus on consensus. (JB)

ED 377 188 SP 035 632

Barnette, Jack; And Others
Evaluation of Teacher Classroom Questioning Behaviors.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 15p.; Paper presented at the Annual National Evaluation Institute (3rd, Gatlinburg, TN, July 13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Research; Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; *Faculty Development; Higher Education; *Inservice Teacher Education; *Program Effectiveness; *Program Evaluation; *Questioning Techniques; Secondary School Teachers; *Skill Development
IDENTIFIERS- Appalachia Educational Laboratory WV; Question Answer Reciprocity; Question Time; Question Types

This paper reports on a whole-school staff development program, field-tested and developed by the Appalachia Educational Laboratory, Inc. The program called QUILT (Questioning and Understanding To Improve Learning and Thinking) was designed to improve the questioning skills of classroom teachers by helping them individually and with colleagues. QUILT includes extensive data collection and analysis to assess effectiveness including assessment of participant knowledge, attitudes, and classroom behaviors. The behaviors of interest include: number of teacher and student initiated questions, use of wait-time, cognitive levels of questions and student answers, manner of designating students to answer questions, and use of various types of desirable and undesirable teacher responses or feedback. The aspect of QUILT examined here, the evaluation of teacher classroom questioning behaviors, is based on classroom observation, pre- and post-QUILT assessment of teacher knowledge, attitudes, classroom questioning practices, videotaped observation and coding of teacher behaviors. Data analysis revealed strong evidence that teacher behavior is positively influenced by the QUILT program. (Contains 19 references.) (LL) and focused on instruction in English language proficiency, literacy, parenting, and citizenship. After a brief overview of program design and offerings, the report describes the evaluation methods used, challenges encountered in program implementation, and assessment results for each of the three program objectives. It was found that the first and third objectives were achieved completely, and that substantial progress was made toward achieving the second objective. Recommendations for program improvement include: institutionalizing the FEL program; maximizing classroom access to computers; and providing more orientation and encouragement for adult participants. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 376 745   FL 800 828

Colman, Judy; Schiffmann, Jill
Teaching ESL Literacy to Adults: A Guide for Adult Literacy Teachers.
PUB DATE- 93
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; Arabic; Cambodian; Chinese; Class Activities; Classroom Techniques; *Curriculum Development; Diagnostic Tests; Difficulty Level; Educational Objectives; *English (Second Language); Foreign Countries; Information Sources; Instructional Materials; Korean; *Literacy Education; Media Selection; Needs Assessment; Oral Language; Persian; Polish; Portuguese; Program Design; Referral; Rural Areas; Second Language Instruction; Second Language Learning; Spanish; *Student Evaluation; Student Needs; Tagalog; Teaching Guides; Textbook Evaluation; Thai; Turkish; Vietnamese; Written Language
IDENTIFIERS- *Australia

This guide is designed for tutors and teachers of literacy in rural locations in Australia, and their trainers, to help them respond appropriately to the language and literacy needs of adults of non-English-speaking background. It is divided into five sections. The first is an introduction. The second addresses the general topics of language learning and literacy development in a second language, particularly in adults, and the relationship between oral and written language. The third discusses literacy skills assessment procedures and principles, and contains some reading and writing assessment materials. The fourth section outlines steps in curriculum development, instructional material selection, teaching methodologies and strategies, objective-writing, and classroom activity planning. Sources of additional information are provided in the final section, including a contact list for referral and advice, a glossary of technical terms, and a number of brief related readings. A number of forms for first language literacy assessment are appended; they are in Arabic, Chinese, Croatian, Farsi, Italian, Khmer, Korean, Lao, Polish, Portuguese, Spanish, Tagalog, Thai, Turkish, and Vietnamese. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 376 746   FL 800 833

Thuy, Vuong G.
10 Lessons of Pre-Employment Skills for ESL Students with a Bilingual English-Cambodian Glossary and a Teacher's Guide.

faculties, housing, recreation and open space, general infrastructure, utilities, transportation, intergovernmental coordination, conservation, capital improvements, architectural design, landscape architectural design, facilities maintenance, and coastal management. A section on administrative requirements covers general requirements for master plans and format requirements for documents and computerized data. Definitions for key terms are included. (JB)

ED 376 763 HE 027 900

Kirk, Mary E., Ed.; Rhodes, Aaron A., Ed.
Continental Responsibility: European and International Support for Higher Education and Research in East Central Europe.
PUB DATE- 94
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Finance; *Higher Education; International Cooperation; *International Organizations; International Programs; Program Descriptions; *Research; *Technical Assistance
IDENTIFIERS- Central European University (Czech Republic); *Europe (East Central); *Europe (West); European Cultural Foundation; European Science Foundation; Soros Foundation Network; TEMPUS

This publication provides a comprehensive inventory of initiatives undertaken by European institutions and international organizations to assist the transformation of higher education and research in East Central Europe. Section 1 contains five papers, each highlighting one of five institutions that have developed innovative approaches to address problems facing higher education and research communities in East Central Europe. Paper titles are: "Harnessing Higher Education to Change: The TEMPUS Scheme in Central and Eastern Europe" (Roger Absalom); "The European Science Foundation" (W. Shauinger-Horne); "The European Cultural Foundation and Higher Education Initiatives in Eastern and Central Europe" (Odile Chenal); "Opening Up the Centre: A Brief Review of the Central European University and the Soros Foundation Network" (Paul Flather); "Transformation of the National Higher Education and Research Systems of Central Europe: A Program at the Institute for Human Sciences" (Aaron A. Rhodes). Section 2 highlights institutions in Western and Eastern Central Europe that are working to increase east-west exchange and provide support for reform. Section 3 describes east-west university linkages beyond the TEMPUS (Trans-European Mobility Programme for University Students) Program which dominates the scene. Section 4 looks at Canadian programs in East Central Europe. Section 5 is a bibliography containing over 240 references published from 1991 to 1993. Section 6, an appendix, contains descriptions of European Union Initiatives to support cooperation in science and technology with the countries of central and Eastern Europe and in the New Independent States. (JB)

ED 376 764 HE 027 901

Kelley, Larry H.
Utilizing Multiple Measures To Assess Student Satisfaction.
PUB DATE- May 94
NOTE- 23p.; Paper presented at the Meeting of the Association for

lecturers the most of all (possibly because lecturers tended to teach "special interest classes" and full professors taught "difficult" classes); (5) the overwhelming majority of students favorably evaluated the quality of their undergraduate education; (6) 63.2 percent favorably rated their teaching assistants. Includes a copy of the CAPE evaluation form. (JB)

ED 376 782 HE 027 920

Kates, Erika
Women, Welfare and Higher Education: A Selected Annotated Bibliography.
SPONS. AGENCY- Aetna Life and Casualty Foundation, Inc., Hartford, CT.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Education; Annotated Bibliographies; *Females; *Higher Education; *Low Income Groups; Nontraditional Students; Policy Formation; Public Policy; Social Change; Student Financial Aid; Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children

This annotated bibliography describes 78 resources on improving access to higher education for low income women. It covers the literature for the period 1950 to 1990 and reflects the emergence of a new hybrid policy area that combines higher education and public welfare. Entries either directly address the issue of access to higher education for low income women, or define the larger policy context of this issue. Entries that cover access to higher education for poor women include studies of students who were recipients of Aid to Families with Dependent Children, surveys of students' needs and experiences drawn from observations of administrators, scholars and policymakers, and policy analysis of conflicts between two overlapping policy areas--state and federal public assistance and financial aid policies. Entries that address the larger policy context include information on three important trends: (1) rapid increases in older women in higher education; (2) increases in low income, single parent families headed by women; and (3) the failure of welfare policies to alleviate the poverty of families headed by women. (JB)

ED 376 783 HE 027 921

Stresses on Research and Education at Colleges and Universities: Institutional and Sponsoring Agency Responses. Report of a Collaborative Inquiry.
SPONS. AGENCY- Institute of Medicine (NAS), Washington, D.C.; National Academy of Engineering, Washington, D.C.
PUB DATE- Jul 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Administration; College Instruction; Government Role; Government School Relationship; Higher Education; Institutional Role; Public Policy; *Research; Research Administration; Researchers; *Research Universities; School Policy
IDENTIFIERS- *Academic Community; Researcher Role; Research Infrastructure; Research Trends; Sponsored Research; Sponsors

ED 376 801 IR 016 902

Temares, M. Lewis; Zastrocky, Michael R.
Information Technology Issues in the 1990s: An Analysis from a CAUSE Postcard Survey for 1994.
PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administration; *Colleges; Coping; Electronic Mail; Futures (of Society); Higher Education; *Information Technology; Longitudinal Studies; Mail Surveys; *Needs Assessment; *Networks; Private Schools; Public Schools; Research Needs; User Needs (Information)
IDENTIFIERS- *CAUSE

During the past 3 years, CAUSE and the University of Miami (Florida) have sponsored a survey to identify the most important issues facing information technology managers for the 1990s. Data from previous years were merged with postcard survey data from the 1994 survey. The survey, which was mailed to 1,012 institutions of higher learning and sent electronically to 81 CAUSE member campuses, had a 51.7% response rate (565 postcards). Networking and coping with limited resources are identified as the most critical issues facing higher education, a finding in keeping with the results of previous years. Among the new issues added in 1994, aligning information technology goals with university goals was considered more important than issues of job security and loyalty. Differences among responses of public and private institutions were generally small, with the greatest difference being that "aging systems" was a far greater concern for private institutions than it was for public ones. Forty-four graphs and four tables present response information, including ranking by size, control, and Carnegie classification of the institution. (SLD)

ED 376 802 IR 016 904

Stuurmans, Harry
Nine Steps to a Quality Research Paper. A Special Report. Professional Growth Series.
PUB DATE- 94
NOTE- 97p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bibliographies; Citations (References); Expository Writing; Guidelines; *Information Sources; *Layout (Publications); *Notetaking; *Research Papers (Students); Secondary Education; Secondary School Students
IDENTIFIERS- Examples

This guide begins by offering advice to students who have been assigned to write a research paper and hints to teachers for ways in which they can facilitate the process for their students. It then presents detailed guidelines for students in nine steps: (1) Selecting a Topic; (2) Narrowing the Topic; (3) Formulating a Preliminary Question Outline and a Tentative Thesis; (4) Assembling a Working Bibliography; (5) Taking Notes; (6) Developing a Detailed Working Outline; (7) Writing a summarizes the kit, is provided. A list of 19 selected readings is included. (SLD)

ED 376 821 IR 055 255

McClure, Charles R.
Public Access to the Information Superhighway through the Nation's Libraries.
PUB DATE- 4 Oct 94
NOTE- 31p.; Statement for the Hearings on Internet Access, U.S. Congress, House of Representatives, Committee on Science, Space, and Technology, Subcommittee on Science.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Information; Computer Networks; *Federal Government; Financial Support; *Government Role; Information Literacy; Information Networks; Information Technology; *Library Role; Library Services; Private Sector; Public Policy
IDENTIFIERS- *Information Superhighway; *Internet

The roles of libraries in providing access to the Internet are still evolving, but such roles raise policy issues that are both significant and complex. A flexible and dynamic policy is needed to respond to the different access needs of various users. Market forces alone will not provide equal access to the Internet, and many public institutions will encounter too many barriers to realize the full potential of the resources and services available over the Internet. Partnerships among and between government and the private sector are essential to increase access to the Internet. Libraries are well-suited to advance the national objectives for the Information Superhighway, and Congressional support for their roles is needed. Results of recent studies suggest that there is a long way to travel before the policy goals of Congress and the Administration are accomplished. Clarifying the policy goals, the roles of the libraries, the role of the public sector, and universal access to the information superhighway are necessary for the achievement of network literacy and usage. Coordinating federal support and replacing rhetoric with program realities are essential to the introduction of new technologies and ways of thinking. An appendix provides a biographical sketch of the author. (Contains 19 references.) (SLD)

ED 376 822 IR 055 260

Texas Library Systems Act and Rules for Administering the Library Systems Act.
PUB DATE- 93
NOTE- 32p.; For 1988 edition, see ED 307 904.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accreditation (Institutions); Certification; Criteria; Grants; *Librarians; *Library Administration; *Library Networks; *Library Services; *Library Standards; Public Libraries; State Aid; State Legislation; State Libraries; State Programs; State Regulation
IDENTIFIERS- Membership Requirements; *Texas State Library

This booklet presents the Texas State Library Systems Act and some supporting documents to help in the operation of a library under the Texas system. The State Library Systems Act establishes and defines the state library system, allowing for its operation and management and defining the member libraries. Information on state grants is provided, along with rules for

ED 376 841 IR 055 315

Goodwin, Timothy C.
A Content Analysis of MLS Holders from "The Directory of Library & Information Professionals."
PUB DATE- May 94
NOTE- 44p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Content Analysis; *Doctoral Degrees; *Educational Attainment; Higher Education; *Librarians; Library Science; *Masters Degrees; *Professional Personnel; *Profiles; Surveys

A content analysis of the "Directory of Library & Information Professionals" was performed to obtain information on people holding the Master of Library Science degree. Two thousand samples were taken and classified by gender, state where employed, job category (public service, technical service, collection management, information science, education, and administration), and whether holding a second Master's or Ph.D. It was found that 69.7% of the library professionals listed held only an MLS degree, 20.4% held an MLS and a second master's, and 9.9% held an MLS and a Ph.D. Of those sampled, 31.4% were men, 68.6% women; and 37.5% were employed in public services and 31.2% in administration. California, New York, Illinois, and Washington, D.C., were found to be among the places of high employment for MLS holders. Survey data are displayed in 13 tables and copies of the coding sheets used in analyzing the data are appended. (Contains 24 references.) (Author/BBM)

ED 376 842 IR 055 316

Bear, Stephanie
A Core Bibliography of Womanspirit Books and the Ohio Public University Libraries.
PUB DATE- May 94
NOTE- 43p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Annotated Bibliographies; *College Programs; Correlation; *Feminism; Higher Education; *Library Collections; *Library Material Selection; State Universities; *Womens Studies
IDENTIFIERS- Ohio; *Spirituality

An annotated bibliography was created of 70 books dealing with the subject of Feminist Spirituality. This bibliography was distributed, together with a cover letter explaining the project, to a limited list of experts, who were asked to choose those books that they felt were important enough to be included in a public university library's core feminist spirituality collection. A revised bibliography was created from the books selected by the panel of experts, and library catalogs were searched to examine which universities carried the books in the revised list. Analysis of the collections of the university libraries holding the items in the revised bibliography found a relationship between the number of Womanspirit books held in the collection and the level and types of degrees offered (Women's Studies, Religion, Philosophy, or Interdisciplinary Programs). Copies of both the original and the revised bibliographies are appended together with a list of the 11 Ohio

DESCRIPTORS- *Databases; Educational Objectives; Evaluation Methods; *Instructional Materials; *Online Searching; Online Systems; Printed Materials; Programmed Instructional Materials; Reference Materials; *Search Strategies; Selection; Teaching Guides

IDENTIFIERS- DIALOG OnDisc; *ERIC; SilverPlatter ERIC

This ERIC curriculum package is intended to help people use the ERIC database, and may be used in a workshop setting under the guidance of a trainer or independently by individuals who want to learn about the ERIC system and how they can search the database and use its contents and services. The package consists of the following parts: (1) a self-instructional guide with four learning modules; (2) a set of transparencies for each module; (3) appendices (a list of ERIC Network Components, an ERIC Reproduction Release form, a list of ERIC Publication Types, an EDRS Document Order form, a list of Internet Access Points to ERIC, Evaluation Quiz Answer Keys); and (4) a set of Quick Search Cards, with step-by-step instructions for searching ERIC on Dialog OnDisc and SilverPlatter. The four modules are entitled "Introduction to ERIC," "How Documents Are Selected," "How to Search ERIC," and "How to Access ERIC Print Materials and Other Services." Each module contains a performance objective, a list of required materials, an instructional strategy, and an evaluation statement. There are also short questions to help trainees focus on pertinent information, exercises to help trainees develop the skills identified in the module, and a summary evaluation quiz. Also included are the following supplemental materials: ERIC Ready References--Search Aids, Document Delivery, What Kinds of Documents Are in the ERIC Database (RIE), Journals Currently Covered by "Current Index to Journals in Education," and ERIC at a Glance; Product Summary: ERIC on CD-ROM; and "All about ERIC," a 38-page publication providing a detailed overview of ERIC. (MAS)

ED 376 862   JC 940 578

The Generic Skills Subcommittee Final Report to the Academic Plan Steering Committee. General Education Task Force.

PUB DATE- Jan 94

NOTE- 66p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Basic Skills; *College Role; Community Colleges; Computer Literacy; Critical Thinking; *Curriculum Development; *Daily Living Skills; Foreign Countries; Interpersonal Competence; Language Skills; Literacy; Mathematics Skills; Problem Solving; Statewide Planning; Two Year Colleges

IDENTIFIERS- Generic Skills; George Brown College ON

Ontario's College Standards and Accreditation Council (CSAC) devised a plan to enhance three dimensions of college education: general education, generic skills; and vocational or professional education. The CSAC designates generic skills as practical life skills essential for both personal and career success, defining these practical, portable skills as: (1) communications, including language and literacy; (2) mathematics, including numeracy and mathematical concepts; (3) computer literacy; (4) interpersonal skills; and (5) analytical skills, including critical thinking and problem solving. George Brown College (GBC) has invested considerable effort into developing its own understanding of three-dimensional education, including the formation of task forces and secondary school commercial art programs; and to Sinclair Community College, which has one of the most progressive two-year commercial arts programs in the state. Based on these visits and lengthy discussions, changes in the Commercial Art program to replace traditional paper-based methods of design and layout with computer-based methods were recommended. Similarly, English faculty contacted instructors at two- and four-year institutions in the state to determine how computers were used in the English curricula, and reviewed the literature on the value of word processing skills as a tool for composition students. English faculty determined that the use of computers in CSCC English classes should begin with a few classes taught each quarter in the Mac Lab, with almost all full-time faculty interested in teaching a section of English I in the lab on a pilot basis. To meet the needs of the two departments, the Mac Lab needs a total of 30 work stations with CD-ROM drives (28 for student use, 1 in the lab for instructor use, and 1 for the commercial art faculty to use for grading and exploration of software); 6 printers (including 2 large format and 2 color printers); and 2 color flatbed scanners. All computers will be loaded with the software for both Commercial Art and English applications. The labs would be used for classes 60% of the time, and open for general student use 40% of the time. A sketch of the proposed lab and a budget are included. (KP)

ED 376 879 JC 940 651

Kangas, Jon
Success Rates for African-American AFFIRM Students Compared to Other African-Americans in the Same Courses, Fall 1992. Research Report #515.
PUB DATE- 2 Apr 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Community Colleges; Comparative Analysis; Counseling Services; *Developmental Studies Programs; Mentors; Program Effectiveness; *Remedial Programs; Role Models; Tutoring; Two Year Colleges; Two Year College Students
IDENTIFIERS- *African Americans; Evergreen Valley College CA

Project AFFIRM (African-American First Investment Return Module) was established at Evergreen Community College in fall 1989 as a comprehensive academic and support program to help African-American students achieve their college transfer or associate degree goals. AFFIRM courses combine career and economic prosperity components into life plan emphasizing higher educational goals and meeting real-world expectations. AFFIRM courses have the same content as traditional courses, but utilize non-traditional delivery and intervention strategies and are taught by culture-specific role model teachers. Supportive services include academic and personal counseling, tutoring, mentoring, economic literacy and self-esteem workshops, scholarships, and book and personal emergency loans. In fall 1992, 114 students were enrolled in six classes offered through Project AFFIRM: English Composition (English 1A); Fundamentals of Composition (English 104); Improvement of Writing (English 330); Fundamentals of Chemistry (Chemistry 15); College Study Techniques (Guidance 95); and Algebra I (Mathematics 12). In comparison to other African-American students taking the same courses, AFFIRM students tended to have a higher success rate (46% vs. 41%). AFFIRM students had a facilities; (2) coordinated planning and systems implementation; (3) uniform assessment, employability, referral, case management, and file systems to be shared by all agencies; and (4) provision of adult basic education classes, computer-based learning, and one-on-one literacy tutoring in the Job Centers. The Job Center model works because, among other reasons, the Central Wisconsin Private Industry Council does not operate the programs; collaborative efforts concentrate on educational needs not presently addressed or areas where resources are insufficient; the ability for a student to use all instructional delivery options; and the avoidance of duplication of effort. (KP)

ED 376 897 JC 950 002

Student Learning Outcomes Assessment Report. Board of Trustees Report BT95-3.
PUB DATE- Dec 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Standards; *College Outcomes Assessment; Community Colleges; Educational Trends; Graduate Surveys; *Outcomes of Education; School Effectiveness; School Holding Power; Transfer Students; Two Year Colleges; *Two Year College Students

This student learning outcomes assessment report from Prince George's Community College (PGCC) in Maryland summarizes findings of several ongoing assessments. Part I provides an executive summary and reviews changes in academic regulations and standards adopted in 1993-94, including: (1) extending minimum standards for academic standing to include developmental courses; (2) adding the category of academic restriction, which limits course registration for students who fail to meet certain standards while on academic probation; (3) setting a 12-credit limit for deferring placement testing or prescribed remediation; (4) tightening the course repeat policy; (5) increasing the severity of academic dismissal by extending the time period when registration is prohibited; and (6) introducing new departmental reading prerequisites, so that over 80% of all introductory courses now require a minimum reading proficiency level. Part II provides data tables and analysis of the following student outcome indicators: achievement of general education objectives; student persistence; graduation rates; transfer to senior institutions; performance of former PGCC students at transfer institutions; licensure and certification examination results; graduate employment; graduate survey findings; student evaluation of teaching; institutional indicators; developmental education; and course pass rates. When appropriate, plans for innovations and changes in these areas are presented. (KP)

ED 376 898 JC 950 004

Fowler, Paul G.
Forging Ahead into the Twenty-First Century: A Demographic Profile of the PVCC Service Region. Research Report Number 5-94.
PUB DATE- Aug 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)

DESCRIPTORS- Community Colleges; *Cutting Scores; Grades (Scholastic); Outcomes of Education; *Predictive Validity; Predictor Variables; *Reading Tests; Scores; *Student Placement; *Test Validity; Two Year Colleges; *Writing Tests
IDENTIFIERS- *Assessment and Placement Services

California's College of the Canyons has used the College Board Assessment and Placement Services (APS) test to assess students' abilities in basic and college English since spring 1993. These two reports summarize data from a May 1994 study of the predictive validity of the APS writing and reading tests and a June 1994 effort to validate the cut scores for the writing test. The first report indicates that, based on the observed relationships between test scores and subsequent academic performance for first-time students in spring and fall 1993, the median predictive validity value of the writing test across all levels of English courses was .34, a moderately good relationship and enough to justify its use for placement. This report also indicates that for the reading test, the median predictive validity value across all levels was .14, a low linear relationship which does not warrant the test's sole use for placement. The second report describes the method used for establishing placement cut scores; i.e., determining the proportion of students with given scores who received passing and failing grades scores to determine the scores' ability to predict success. The report then describes an analysis of course grades for 340 students in spring and fall 1993 placed according to their writing test scores, indicating that more than one set of possible cut scores resulted. Finally, the report indicates that recommended cut scores were set in the lower part of the optimum range and were found to be valid predictors. (KP)

ED 376 916 JC 950 025

Experience Tables, Predictive Validity Studies, and Validation of Placement Tables for the MDTP Placement Tests.
PUB DATE- 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Cutting Scores; *Mathematics Tests; *Predictive Validity; *Predictor Variables; Scores; *Student Placement; Tables (Data); *Test Validity; Two Year Colleges
IDENTIFIERS- *Mathematics Diagnostic Testing Project CA

California's College of the Canyons has used the four Mathematics Diagnostic Testing Project (MDTP) tests to assess students' abilities in basic and college math since spring 1989. These four reports dated June 1993, July 1993, May 1994, and June 1994 examine the predictive validity of the MDTP tests and the cut scores used to place students. The first report compares outcomes for students in fall 1991 and fall 1992 who followed placement advice to those who did not, finding that for MDTP tests 1, 2, and 4, a higher percentage of students who followed placement advice were likely to receive satisfactory grades than those not following advice. The second and third reports examine the predictive validity of the MDTP tests in studies conducted July 1993 and May 1994, with evidence from the 1994 analysis indicating that the MDTP tests exceeded the minimal standards for the predictive validity of placement instruments. This report also recommends that MDTP versions 1, 2, and 4 be used to direct students into mathematics classes. The fourth

*Child Health; Child Welfare; Community Cooperation; Developed Nations; Developing Nations; *Early Childhood Education; Family Programs; Foreign Countries; Integrated Services; Nutrition; *Young Children
IDENTIFIERS- Family Support; *United Nations Development Program

This theme issue deals with the topic of the relationship between health and learning as it applies to the care of the young child. It consists of three parts. The first part is a lengthy article, "Health Care: The Care Required To Survive and Thrive" (J. Evans), explains health and caring environments of young child in the given economic conditions worldwide and provides ways that early childhood programmers can strengthen all dimensions of child care, including health, nutrition, education and family support. The second part provides four case studies of programs in India, Bolivia, Thailand, and Malaysia that use various strategies for caring for young children and their families. The article in the third part, "Attention by International Organisations to Early Childhood Care and Development: An Analysis of United Nations World Reports, 1993" (R. Myers), examines the current activities of international organizations working in early childhood care and development and analyzes the latest World Reports issued by specialized agencies of the United Nations. This article notes that international organizations are beginning to recognize the importance of the integrated nature of children's development during the preschool years and its relationship to larger social and economic development questions. Activities of the Secretariat for the Consultative Group on Early Childhood Care and Development, news from various family organizations in the network, and a list of publications and videos on related research and activities are included. (AP)

ED 376 935 PS 022 643

Primarily Yours: A Packet of Primary Program Materials.
PUB DATE- 2 Apr 92
NOTE- 73p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Continuous Progress Plan; *Educational Improvement; *Elementary School Curriculum; Mixed Age Grouping; Parent Participation; *Primary Education; Program Development; *Program Implementation; Student Evaluation
IDENTIFIERS- Authentic Assessment; Department of Education; *Developmentally Appropriate Programs; *Kentucky Education Reform Act 1990; Kentucky State Department of Education; Program Characteristics

This packet contains four separate documents designed to help elementary schools develop their own action plans for implementing the KERA (Kentucky Education Reform Act) Primary Program, a developmentally appropriate program for young children supported by the Kentucky Department of Education. Fully implemented primary programs are to include the following seven critical attributes: developmentally appropriate educational practices, multi-age multi-ability classrooms, continuous progress, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement. The document entitled "KERA Program Outline: Primary School Program" describes the program's major components and gives general information on the program. The packet's "Program Advisory" is designed to communicate the planning expectations and action plan format for the KERA

*Learning Activities; Parent Materials; Parent Workshops; *Preschool Children; Preschool Education; Videotape Recordings

This videotape workshop, available in both English- and Spanish-language versions, demonstrates some of the 260 weekly "Slow and Steady, Get Me Ready" developmental activities for children from birth to age 5. The videotape is narrated by the retired kindergarten teacher who developed the activities based on her 25 years of experience. The activities on the videotape, intended for parents and child caregivers, involve interaction with the child, and are organized by different age levels, from birth to 6 months, 6 months to a year, and each year from 1 to 5. The activities involve materials usually found in the home, and include rolling spools, dropping objects in a bottle, and playing with various sensory media. (HTH)

ED 376 955 PS 022 761

Oberlander, June R.
Measurable Parameters To Profile Child Development from "Slow and Steady, Get Me Ready—The How-To Book that Grows with the Child = Parametros mensurables para perfilar El Desarrollo Del Nino De "Despacio y constantemente, Preparenme--El Libro de Instrucciones que Crece con el Nino."
PUB DATE- 93
NOTE- 24p.; For related documents, see ED 332 802, PS 022 758, PS 022 760, and PS 022 763.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Development; Check Lists; Child Behavior; *Child Development; *Developmental Stages; Evaluation Criteria; *Individual Development; Infant Behavior; *Infants; Parent Materials; *Preschool Children; Preschool Education

This set of checklists in separate English- and Spanish-language versions, is designed to help parents and childcare providers determine through observations a child's developmental progress from birth to age 5. The checklists are excerpted from the "Slow and Steady, Get Me Ready" guidebook, written by a retired kindergarten teacher with 25 years of experience. The preface to the checklists cautions that evaluation of the child should allow for different growth patterns, that each child is unique with different personalities and needs, and that young children learn best when presented with only one concept at a time. The checklists cover developmental milestones for birth to 6 months of age, 6 to 12 months, and each year from 1 to 5 years. Scoring criteria are included. (HTH)

ED 376 956 PS 022 763

Oberlander, June R.
Despacio y constantemente, preparenme: El Libro de Instrucciones que Crece con su Nino(a). Un Manual para los Padres y las Madres para Ninos desde el Nacimento hasta la Edad de 5 Anos (Slow and Steady, Get Me Ready: The How-To-Book that Grows with the Child. A Parents' Handbook for Children from Birth to Age 5).
PUB DATE- 94
NOTE- 345p.; A Spanish-language version of ED 332 802. For other related documents, see PS 022 758, and PS 022 760-761.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

means of classroom observations, interviews with individual students, and teaching sessions with pairs of students. Ten students were paired to be compatible with respect to their counting stage. During the teaching sessions and the interviews, the students encountered various counting tasks and games incorporating counting. As the pairs participated in the teaching sessions, their actions were documented on video- and audiotape. Analyses indicated that the students generated four strategies to organize their counting: (1) counting side by side; (2) counting at the same time; (3) taking turns; and (4) working cooperatively. Whereas students counted independently with the strategies of counting side by side or at the same time, they coordinated their actions in order to decide who would start and who would wait in taking turns. The waiting partner engaged in several activities such as watching, watching and joining, solving the partner's task, supporting, helping, commenting, correcting, and completing the partner's task. There were two favorable conditions for the initiation of a cooperative counting episode: (1) counting tasks with more than 10 items that the students could not solve alone; and (2) the teacher's explicit instruction to work as a team. Cooperative strategies were sharing resources, double counting, delegating tasks, and counting alternately. Results of the study suggest that working in pairs can be valuable for kindergarten students in terms of enhancing the students' cognitive development and promoting sophisticated ways of social interaction. (Contains 39 references.) (WP)

ED 376 973 PS 022 819

Harvey, Edwin W.
Social Change and Family Policy in South Africa, 1930 to 1986.
PUB DATE- 94
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *African Studies; Apartheid; Conflict; Day Care; Divorce; *Family (Sociological Unit); *Family Programs; Federal Legislation; Foreign Countries; Marriage; Policy Analysis; *Public Policy; Public Support; *Social Change; Social History; State Legislation; Welfare Services
IDENTIFIERS- Family Support; *South Africa

Based on a relevant doctoral study with the same title, and covering the years from 1930 to 1986, this report analyzes the origin and development of family policy measures in South Africa against the background of sociopolitical and socioeconomic change. Its main focus is on the changes that family life has undergone over the years in South Africa and the implications of those changes for family policy, including changes in (1) political policy; (2) marriage and divorce measures; (3) child and family care; (4) social security and (5) political measures with an effect on family life. The original study involved the analysis of selected policy documents related to social change and family life. The first chapter of this report provides an orientation to the study, while the second chapter discusses the conceptualization of family and family policy. The third chapter reviews the development of family policy in South Africa between 1930 and 1983, divided by sociopolitical events as follows: 1930-1938, the Great Depression; 1939-1947, World War II and after the war; 1948-1982, the Apartheid era; and 1983-1986, a transitional period. The final chapter presents an overview of the findings regarding the family and family policy, and social proper integration of computers into the curriculum, the benefits of technology to children's learning cannot be fully achieved. Contains 12 references. (BC)

ED 376 992   RC 019 830

Bailey, George; And Others
A Consolidation Model for K-12 Consolidation within Missoula County.
PUB DATE- Jun 94
NOTE- 10p.; Submitted to Governor's Task Force. Presentation at the Annual Rural Education Conference (16th, Dillon, MT, June 22-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; Economic Factors; *Economic Impact; Elementary Secondary Education; Mergers; Rural Schools; *School District Reorganization; School Districts; *School District Spending; State Aid; State School District Relationship
IDENTIFIERS- Guaranteed Tax Base Plan; *Montana (Missoula County); *State Local Relationship

This analysis outlines the costs and savings that would accrue if all elementary school districts in Missoula County (Montana) were consolidated or unified with Missoula County High School District for the 1993-94 school year. Following a listing of the 12 K-8 districts to be consolidated and their populations, 6 of the superintendents involved delineate their assumptions about such issues as school closings; administrator, teacher, and staff levels; textbook and lunch services; responsibility for administrative services; health insurance and social security payments; and indebtedness. Dollar costs and savings are projected for school closings, salary changes, basic entitlements and guaranteed tax base contributions by the state, retirement fund payments, changes in personnel and job classifications, health insurance, retirement and social security payments, and other areas. The study concludes that: (1) there would be no savings to local taxpayers in consolidating the school districts of Missoula County except if buildings were closed; (2) if basic entitlements and guaranteed tax base payments are not made by the state, local taxes will rise significantly; (3) there would be no savings in personnel costs at administrative levels; (4) there would be significant cost increases associated with placing personnel of consolidated districts on the salary schedule of the largest district; and (5) there would be no apparent immediate benefits to students. Although the State of Montana might realize a savings of approximately two million dollars through this plan, Missoula County taxpayers would need to absorb the tax burden if present educational opportunities for students were to be maintained. (RAH)

ED 376 993   RC 019 850

Crume, Charles T., Jr.; And Others
How To Organize an Effective Hunter Education Association.
PUB DATE- 15 Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the International Conference of the Hunter Education Association (Biloxi, MS, April 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Equipment; Higher Education; High School Freshmen; High Schools; Objectives; *Outdoor Education; Personnel Management; *Planning; *Program Development; Risk Management; Training; *Wilderness
IDENTIFIERS- *Freshman Orientation; Training Needs; *Trip Planning

Many colleges and secondary schools use wilderness orientation (WO) programs to integrate new students to the campus. This paper outlines basic issues and concerns in the planning and development of this type of program. Before starting a WO program, it is essential to develop a coherent set of goals. These include general program goals, personal growth goals, social skills goals, and goals related to the environment or campus and academic life. New programs frequently require the hiring of outside staff. Staffing issues include the roles of outside and on-campus staff, training needs of the two groups, establishing training priorities, and assessing the training needed for particular activities and equipment and for teaching students particular skills. Equipment needs should be based on a thorough safety management analysis covering activities, location, weather, and need for equipment resupply. Other equipment issues are the extent to which personal equipment provided by participants should be overseen, and whether to buy, rent, or swap equipment. Logistical planning of outdoor program trips requires a heavy emphasis on details. Points to consider include trip length, activities, locations, trip route (based on characteristics of route and participants), type of transportation, transportation costs, menu planning, food packing, participant check-in, departure and return, support in the field, and manager roles. Other program issues are participant screening, liability and insurance, risk assessment, funding, and cost estimates. (SV)

ED 377 011 RC 019 887

Foster, John
Intercultural Competence through Experience Based Training.
PUB DATE- Nov 94
NOTE- 5p.; In: Experiential Education: A Critical Resource for the 21st Century. Proceedings Manual of the Annual International Conference of the Association for Experiential Education (22nd, Austin, TX, November 3-6, 1994); see RC 019 884.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Beliefs; Cultural Pluralism; *Experiential Learning; *Individual Development; *Intergroup Education; *Social Attitudes
IDENTIFIERS- *Cultural Competence

In the next century there will be a critical need for diverse groups of people to have positive social relationships and share diminishing resources. The movement toward equality involves more than passing laws that mandate equality; it involves the restructuring of primitive beliefs within individuals and whole communities. Experience-based training integrates the existing knowledge base about human learning patterns and social interaction with the perspective of the individual to create a powerful climate for personal growth and behavioral change. In the 21st century, this critical resource

The Effects of an Intensive Summer Laboratory Internship on Secondary Students' Understanding of the Nature of Science as Measured by the Test on Understanding of Science (TOUS).
PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (66th, Atlanta, GA, April 15-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- High Schools; High School Students; Internship Programs; *Laboratory Training; *Science Instruction; Scientists; Secondary School Science; Student Experience; *Summer Science Programs
IDENTIFIERS- *Test on Understanding Science

This study examines the role of a 6- or 8-week summer university laboratory internship for 56 high ability secondary students in developing the views of these students with respect to the nature of science. Students were assessed using a gender-neutral version of the Test on Understanding Science (TOUS) as part of a pretest-posttest research design. Results indicated no significant change from pretest to posttest on any of the subscales of this test. When all the variables were analyzed, only the internship duration (6-week versus 8-week) showed a significant change. The 8-week group made a significant gain in understanding about the scientific enterprise. The TOUS did not perform well in assessing this population. Although the posttest reliability, measured by KR-20 was a respectable 0.66, the mean difficulty was a high 69.30 and the mean discrimination was only 0.23. These values may be explained by the generally high level of pretest achievement and the overall homogeneity of the students. The accompanying qualitative study indicates that students gained much with respect to understanding the nature of science, but the TOUS is clearly not the best instrument to use in substantiating that finding. (PR)

ED 377 030 SE 053 945

Wirszup, Izaak, Ed.; Streit, Robert, Ed.
Developments in School Mathematics Education around the World. University of Chicago School Mathematics Project. Volume Three. Proceedings of the UCSMP International Conference on Mathematics Education (3rd, October 30-November 1, 1991).
PUB DATE- 92
NOTE- 501p.; For Volumes One and Two, see ED 287 675 and ED 347 048.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Equal Education; Evaluation Methods; Foreign Countries; *International Studies; *Mathematics Curriculum; *Mathematics Education; Student Evaluation; Teaching Methods; Technology
IDENTIFIERS- *Reform Efforts; *University of Chicago School Mathematics Project

Papers from the International Conference on Mathematics Education are organized into four parts. Part 1, "The Goal of Mathematics for All," includes: "Will Everybody Ever Count?" (Steen); "Mathematics Education: An Industrial View" (McHenry); "The Popularization of Mathematics" (Kahane); "Is There a Real Chance for 'Mathematics and Science for All Americans'?" (Keitel); "Higher Order (Un-)Teaching" (de Lange); "Mathematics for All Students: Technology and the Power of Visualization"

Education; *Elementary School Curriculum; *Environmental Education; Evaluation Methods; *Teaching Methods
IDENTIFIERS- Environmental Action; *Environmental Education Activities; Environmental Ethic; Environmental Issues

This book is designed to provide teachers with practical advice on how to conduct environmental education as part of day-to-day classroom programs. Activities and strategies for planning, organizing, and carrying out environmental education across the curriculum are provided to develop teachers' confidence and enthusiasm for teaching in the area. The book emphasizes characteristics of environmental education that involve children in real-life experiences, assist children in developing skills of inquiry and investigation, use a "hands-on" approach to learning, and involve children in cooperative learning. Ten chapters contain: (1) steps to becoming a greener teacher, books to read and things to do; (2) games, trails, and sensory awareness activities to help children appreciate and enjoy the environment; (3) over 50 activities to develop key understandings in, about, and for the environment; (4) values clarification activities to help children think through environmental issues; (5) teaching and learning approaches for environmental education; (6) developing an environmental ethic in the classroom and throughout the school; (7) empowering children to feel positive about the environment; (8) a guide to planning integrated units of work for environmental education; (9) assessing children's learning and evaluating environmental education programs; and (10) resources and resourcefulness for environmental education. (LZ)

ED 377 052 SE 055 418

Trees, Students, Local Government: A Partnership for a Beautiful Community. A Secondary Education Curriculum.
PUB DATE- 87
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Activism; Conservation (Environment); Environmental Education; Evaluation Methods; *Forestry; Land Use; Learning Activities; *Local Government; Plants (Botany); Secondary Education; *Trees; *Urban Areas; Worksheets
IDENTIFIERS- Environmental Action; Environmental Education Activities

This curriculum was written for youth organizations and secondary students in the County of Sacramento, California to develop their ability to: (1) recognize and evaluate how decisions are made about land use; (2) understand the roles of elected officials, property owners, citizens, and local governmental departments and agencies; (3) understand the ingredients of effective advocacy on a local issue affecting their community; (4) recognize the beneficial roles trees play in the urban environment; and (5) participate in a local decision to improve their immediate environment by the planting of trees. Activities are divided into three sections that cover the topics of: (1) becoming informed; (2) becoming organized; and (3) taking action. Each activity contains sections detailing objectives, methods (with references to provided worksheets), materials, background, and enrichment activities. Student progress is evaluated using a worksheet tracking sheet. The curriculum guide contains 24 references, a list of 34 resources, and a 66-word glossary. (LZ) societies today. The book examines how knowledge about planetary problems at the end of the twentieth century, and fatal threats to the planet resulting from rivalries among powerful individuals, cultures and states, have an impact on environmental education. Chapter titles include: (1) "New World-New Thinking-New Education" (Eva Nordland); (2) "Learning Our Way to a Human Future" (Betty Reardon); (3) New Thinking: Its Application for New Learning" (Valentina Mitina); (4) "'Big Ideas' of Ecology That Every Peace Educator Should Know" (Willad J. Jacobson); (5) "Social Responsibility and Ecological Culture through Ecological Education" (Sergei Polozov); (6) "Educational Planning for an Ecological Future" (Susan Aheam); (7) "Education for Democracy, Social Responsibility, and Creative Activity in the Russia of Today" (Anatoly Golovatenko); (8) "Peace Education, Social Responsibility, and Cooperation" (Galina Kovalyova); (9) "Ecological Leadership in an Age of Diminishing Superpower Expectations" (Robert W. Zuber); and (10) "Steps to a Renewal of Education: Concluding Words" (Eva Nordland). Additional sections contain: (1) questions for reflection and discussion that correspond to the chapters; (2) information about the authors; (3) a list of 49 suggested readings; and (4) an index. (LZ)

ED 377 075 SE 055 591

Water Sourcebook. Grades 3-5.
PUB DATE- Jan 94
NOTE- 534p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activities; Drinking Water; Elementary Education; *Environmental Education; Groundwater; Instructional Materials; Interdisciplinary Approach; Teaching Guides; *Water Pollution; *Water Quality; *Water Resources
IDENTIFIERS- Environmental Education Activities; Surface Water; Water Conservation

The goal of this supplemental activity guide for elementary students in grades 3-5 is to develop awareness, knowledge, and skills for sound water use decisions. Materials developed for the program are compatible with existing curriculum standards established by State Boards of Education throughout the United States and teach concepts included in those standards by using water quality information as the content. The guide is divided into five chapters that cover the topics of: (1) an introduction; (2) drinking water and wastewater treatment; (3) groundwater; (4) surface water; and (5) wetlands. Sixty-one activities including "hands-on" components are designed to blend with existing curricula in the areas of general science, language arts, math, social studies, art, and, in some cases, reading or other areas. Each activity details: (1) objectives; (2) subjects; (3) time necessary; (4) materials; (5) background information; (6) advance preparation; (7) procedure (including activity, follow-up, and extension); and (8) resources. Contains factsheets and a 273-word glossary. (LZ)

ED 377 076 SE 055 593

Ruskey, Abby; Wilke, Richard
Promoting Environmental Education: An Action Handbook for Strengthening EE in Your State and Community.
SPONS. AGENCY- National Association of Conservation Districts, Washington, D.C.; National Wildlife Federation, Washington, D.

and defend a position on public issues. This unit examines the topic of immigration. Lessons encourage students to engage in discussions that touch on ethical, definitional, and factual questions alike. The first unit, "The Immigrant Experience," presents the stories of people who decided to leave their homelands and come to the United States. As the narratives reveal, many came to find work and the children they brought with them adapted to their new surroundings. A unit entitled "Immigration Restrictions" focuses upon U.S. immigration policy up to the year 1924, the division of families that sometimes resulted from immigration quotas, and the role of race and nationality in policies that measured the worth of immigrants. "Today's Issues" is the title of a unit that describes more recent immigration policy and presents analogies of past and present immigration concerns. Each section concludes with "Persisting Questions of History," a set of issues for discussion. The document ends with "Review, Reflection, and Research," a further set of activities that aim at deeper analysis and fuller discussion of viewpoints. The accompanying teacher's guide begins with introductory material and then follows with questions that underlie the issues which the student readings address and explains that these readings deal with ethical definitional and factual issues alike. In "Teaching the Unit," instructors receive advice on preparing to present the material and introducing it to students. The guide then offers tips on the individual topics about which students read. A bibliography and student handouts conclude the guide. (SG)

ED 377 092   SO 024 048

Harris, Robert, Ed.; Kourilsky, Marilyn, Ed.
Handbook for Survival: A Practical Guide for Today's High School Economics Educators.
PUB DATE- 91
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics; *Economics Education; Educational Resources; Evaluation Methods; High Schools; Instructional Improvement; *Instructional Innovation; Instructional Materials; Learning Activities; Learning Modules; Secondary School Curriculum; Social Studies; State Curriculum Guides
IDENTIFIERS- *California

This handbook provides valuable information for educators to use in developing a one-semester high school course on economics. The volume includes activity outlines, a model for assessment, and a list of resources to enhance instruction in economics. The handbook identifies methods to enrich instruction using the state-mandated economic component of the California high school curriculum. Chapter 1 reviews the basic components of microeconomics, macroeconomics, economic systems, and international trade as part of the course content. Chapter 2 describes issues-oriented activities to enliven economic concepts. Ten modules provide opportunities to encourage students to study economics through the application of basic concepts. Chapter 3 identifies the conceptual, semantic, and attitudinal hurdles that can interfere with a student's learning of economics. Chapter 4 illustrates a model for the assessment of student learning in a high school economics course. An appendix identifies 53 resources and addresses for further information to enhance high school economics

Programs; *Resource Materials; *Social Studies; State Programs; Teaching Guides
IDENTIFIERS- American Folklife Center

Designed to aid teachers in the classroom, this guide provides a list of materials recently prepared for the kindergarten through grade 12 classroom by folklorists and other cultural studies specialists in closely related fields and includes a selected list of agencies with established commitments to folklife programming. After a definition of folklife and a description of the American Folklife Center, a listing of 98 resources for folklife in education provide brief summaries, addresses, and ordering information. In addition, other resource items such as documentary videos and sound recordings are available through a list of 10 catalogs. A selected list of agencies with folklife programs includes: (1) six national programs; (2) five regional programs; and (3) 99 state and community-based programs. (CK)

ED 377 113   SO 024 428

Peters, Richard
Using the Proactive Action Model (PAM) To Enhance Student Inquiry in Social Studies Education: From 1978 to the Dawn of the 21st Century.
PUB DATE- Jul 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Learning; *Curriculum Design; Curriculum Guides; Elementary Secondary Education; Independent Study; *Research Skills; Social Science Research; *Social Studies; *Student Projects; *Student Research
IDENTIFIERS- Proactive Action Model

The Proactive Action Model (PAM) is an approach to social studies education that involves students directly in research-type activities. Using the PAM technique, students may research a variety of social studies topics and follow a logical process of thought and inquiry towards a tangible product such as a report or presentation. This application of the "scientific method" to social studies curricula allows students to develop broadly applicable skills of critical thinking, organization, goal-setting, and decision-making. The PAM approach may be used for students in grades K-12 for either individual or group projects and also is a useful tool for teacher inservice training. This report outlines the goals and characteristics of the PAM model. It traces the development of the techniques since its creation in 1978. Numerous charts illustrate the logic behind the PAM, and extensive examples explain how the PAM may be applied in classroom situations. Additionally, references to several documents provide further information about the PAM technique. (CK)

ED 377 114   SO 024 430

Warwick, David R.
Reducing Crime by Eliminating Cash.
PUB DATE- Dec 93
NOTE- 49p.

Chamorros, a people of the Mariana Islands group. The bai, a communal village house of Palau, is decorated with sculptures expressing a complex iconography of mythological symbolism. Another architectural accomplishment of Micronesians are the stone cities of Pohnpei and Kosrae, dating from the 8th-9th centuries to 1830. The largest collection of Micronesian art history materials available in the islands is the collection at the University of Guam (Mangilao). Other collections are located in the Palau National Museum Library in Koror, Palau; the Community College of Micronesia Pacific Collection in Kolonia, Pohnpei; The Nieves Flores Public Library in Agana, Guam; and the Federated States of Micronesia National Archives in Palikir, Pohnpe. Collections of library resources also can be found outside the area at the University of Hawaii; the Spanish archives in the Phillippines, Seville, and Madrid; and the Jesuit archives in Rome. Many materials remain uncatalogued and unindexed, a situation the Micronesian Area Research Center would like to address. An in-process integrated computer network will make access to these resources feasible in the future. (MM)

ED 377 133 SO 024 617

Johnson, Earl, Jr., Ed.
Equal Justice Under Law.
PUB DATE- 94
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Citizenship Education; Civil Law; Criminal Law; Elementary Secondary Education; Instructional Materials; *Law Related Education; *Legal Aid; Social Studies; Teaching Methods
IDENTIFIERS- *Bill of Rights; United States Constitution

This special theme issue of "Update on Law-Related Education" "tells about the past, present, and future of equal legal representation for all in our society." It is dedicated to the history and heroes of legal aid for the poor and the need to further that cause if the United States hopes to achieve equal justice for all. In his foreword, Justice Earl Johnson, Jr. of the California Court of Appeal insists that poor and even middle-class citizens who cannot afford lawyers stand no chance of attaining justice in court and that justice for all must mean lawyers for all. R. James Steiner and Carol J. Holahan outline the history of legal aid for civil cases in the United States beginning with the foundation of the German Legal Aid Society in New York City in 1876 and tracing the spread of similar societies to other cities by the turn of the century. The article describes the creation of the American Bar Association's Standing Committee on Legal Aid in the 1920s and of the Legal Services Corporation in 1975. Judy Norris outlines the history of indigent defense in the United States, describing the 1963 Supreme Court decision in Gideon v. Wainwright which guarantees counsel to the poor. Other articles highlight the heroes of legal aid, interview leading figures in the movement today, and feature the history of the Legal Aid Society of New York. Lesson plans introduce the Bill of Rights, call on students to discuss plans for developing legal aid programs, and evoke discussion over the meaning of justice. Each of the lesson plans provide student handouts. (JD)

ED 377 134 SO 024 618

participants and through surveys. Contains five references. (LL)

ED 377 152 SP 035 554

Danaher, P. A.; And Others
Teachers' Professional Development through Open Learning Technologies. Draft.
PUB DATE- 4 Jul 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Distance Education; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; Information Technology; *Inservice Teacher Education; *Professional Development; Teachers
IDENTIFIERS- *Australia; *Open Learning

This paper discusses the consequences of open learning for professional development of Australian teachers, highlighting the negative consequences of having an instrumental view of open learning predicated on forms of electronic information technology which to all intents and purposes appear central to the learning process. The paper points out that tensions and contradictions are evident in distance educators' discussions of "educational," "instructional," and "learning" technologies. These incongruities include technology's reputed capacity to simulate face-to-face learning for distance students, technology's reputed capacity to enable the distance teacher to control the learning situation, and the proposition that distance students should be forced to use available technology to ensure equitable access to learning opportunities. Open learning technologies exist in uneasy tension with education/culture, as they have the potential to be used as strategies of control and marginalization. If professional development programs using open learning technologies are to empower participating teachers, they will need to strike a balance between these opposing forces or else lose all meaning and purpose in the process. (Contains 19 references.) (JDD)

ED 377 153 SP 035 556

Butcher, Jude
Teacher Development Path Patterns in the Management Domain.
PUB DATE- 4 Jul 94
NOTE- 33p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; *Classroom Techniques; Elementary Education; Foreign Countries; Higher Education; *Management Development; Preservice Teacher Education; Professional Development; *Student Teachers; Student Teaching; Teacher Behavior; *Teacher Characteristics
IDENTIFIERS- Australia; *Teacher Development

This study of student teacher development path patterns in the management domain presents five management schema types and examples of different development path patterns. Cross-

Elementary Secondary Education; Experiments; Professional Development; Research Projects; Teacher Participation; *Teacher Role; Teachers; *Teaching Methods

This volume celebrates teachers as life-long learners of the art of teaching, by presenting 21 action research studies designed and implemented by classroom teachers. A "How To Get Started" section outlines action research steps and offers worksheets. Descriptions of the research studies begin with ethnographic studies, which include "Adopt a Whale" (Connie Miles); "Teaching SQR to High School Students" (Shelley Bunch); "Using Computers with High and Low Readers" (Lori Dahl); "Mnemonics in the Biology Classroom" (Steven Gianelli); and "Breaking the Cycle of Frustration" (Lynn Reesman). Descriptive studies focus on reading aloud to increase interest in reading, effects of a buddy reading/writing strategy, effects of 'Math Their Way,' reading aloud and story mapping to improve students' writing, difference between student reading strategies in basals and tradebooks, relationship between spelling mastery and reading achievement, improving classroom atmosphere, sentence combining instruction, effect of prewriting on writing, effect of a three level guide on sixth graders' comprehension of text, free writing versus teacher-directed writing, and impact of highlighting on comprehension. Experimental studies included: "What Effect Will Inventive Spelling Have on Kindergarten Children's Learning To Read?" (Mary Coyne); "Can Student Retention of Vocabulary Be Influenced by Pre-Reading Activities?" (Jane Peacock); "The Interactive Inquiry Approach to Teaching Vocabulary" (Leanne Fernald); and "Will Teaching Activities for Language Knowledge (TALK) Improve Students' Language Skills?" (Sherri Hochstettler). (JDD)

ED 377 172   SP 035 605

Presseisen, Barbara Z.; And Others
Teaching Thinking: A Focus for Schooling.
PUB DATE- Jun 89
NOTE- 16p.; Paper prepared for the RBS meeting on restructuring.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Processes; Educational Change; Educational History; *Educational Methods; *Educational Objectives; Elementary Secondary Education; Higher Education; Learning Theories; School Restructuring; Testing; *Thinking Skills

The time has come to seriously consider thinking as a major goal for teaching and learning at all levels of education. This calls for educational restructuring in which higher order cognitive processes are defined, and a better understanding for how to develop them in all youngsters and adults is built. Youngsters need to become constructors of knowledge and not mere recipients of someone else's thinking. The history of teaching thinking has been shaped by three different perspectives: philosophical, psychological, and educational or pedagogical concerns. The development of thinking skills instruction is also rooted in a history of testing in American schools. Major concerns in the interdisciplinary study of thinking include the theoretical foundations of thinking, research on development and learning, and practices in teaching and testing thinking. The works of 12 thinking experts are briefly described. (Contains 34 references.) (JDD)

ED 377 173   SP 035 606

ED 377 189 SP 035 633

McLean, S. Vianne; And Others
Crafting Narratives for Pedagogical Purposes: Practical Issues and Ethical Dilemmas.
PUB DATE- Oct 94
NOTE- 31p.; Paper presented at the AERO Conference (Tempe, AZ, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Educational Research; Elementary School Teachers; Elementary Secondary Education; *Ethics; Higher Education; Narration; *Personal Narratives; Preservice Teacher Education; Research Design; *Research Problems; School Counselors; *Teaching Methods
IDENTIFIERS- *Arizona State University West; *Narrative Inquiry; Narrative Transcript

This paper describes a project at Arizona State University West to generate a collection of narratives to be used in professional teacher education and to examine ways narratives and narrative research techniques could be used with students. The first half of the paper lists members of the research team, their individual concerns, how they came together, and the nature of the work: to gather narratives from professionals in elementary education, to supplement the narratives with commentary from the team, and then to find ways to use the narratives and commentary with education students. The bulk of this section describes the ethical dilemmas that arose from doing the project which included how to treat the stories, how to construe the tellers of the stories, what tellers gain from participation, the impact of listeners on how the stories emerged, transforming the stories to written finished narrative, creating the commentary to accompany the story, and dilemmas in using the stories. The second half of the paper contains a finished narrative about a high school administrator dealing with student fights and describes how the story was solicited and used and what students might have gained from it. (Contains 27 references.) (JB)

ED 377 190 SP 035 635

Powers, P. J.
A Comparison of Faculty and Institutional Practices between Teacher Education and the Liberal Arts and Sciences.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *College Instruction; Colleges; Comparative Analysis; Higher Education; *Liberal Arts; *Preservice Teacher Education; School Policy; *Schools of Education; Teacher Behavior; Teacher Educators; *Teaching Models; *Teaching Styles; Undergraduate Study
IDENTIFIERS- *Institutional Practices

In order to explore the perceived conflict between teacher education programs and liberal arts and sciences programs this study examined faculty and institutional principles for good practice in undergraduate education at a comprehensive college. For the study, 14 teacher education (TE) and 10 liberal arts

SPONS. AGENCY- Department of Education, Washington, DC.;
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 93
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adults; Advertising; Banking; *Business Communication; *Cambodian; *English (Second Language); Glossaries; Interviews; Job Application; *Job Search Methods; Language Tests; Letters (Correspondence); *Limited English Speaking; Money Management; Newspapers; Records (Forms); Resumes (Personal); Salaries; Second Language Instruction; Student Evaluation; Uncommonly Taught Languages; Vocabulary Development; *Vocational English (Second Language); Wages
IDENTIFIERS- Checking Accounts; Social Security; Want Ads

In response to the need for instructional materials to help limited-English-proficient Cambodian-speaking adults become self-sufficient in American society, 10 lessons in job search and related skill areas are presented. Each lesson begins with a teacher's guide, which gives an overview of the text, notes on vocabulary and phrases, and a number of suggested classroom techniques or procedures. The remainder of the lesson consists of a list of objectives and vocabulary, with Cambodian translations, text, and three comprehension tests. Lesson topics include: the job search; how to use want-ads to find a job; filling out a job application; writing business letters; writing a resume; the job interview; Social Security and completing the W-4 form; reading the W-2 statement; reading a paycheck; and how to use and reconcile a checking account. Answer keys for the tests and a bilingual English-Cambodian glossary are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 376 747 FL 800 834

Thuy, Vuong G.
10 Lessons of Pre-Employment Skills for ESL Students with a Bilingual English-Laotian Glossary and a Teacher's Guide.
SPONS. AGENCY- Department of Education, Washington, DC.;
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Jun 93
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adults; Advertising; Banking; *Business Communication; *English (Second Language); Glossaries; Interviews; Job Application; *Job Search Methods; Language Tests; *Lao; Letters (Correspondence); *Limited English Speaking; Money Management; Newspapers; Records (Forms); Resumes (Personal); Salaries; Second Language Instruction; Student Evaluation; Uncommonly Taught Languages; Vocabulary Development; Vocational English (Second Language); Wages
IDENTIFIERS- Checking Accounts; Social Security; Want Ads

In response to the need for instructional materials to help limited-English-proficient Laotian-speaking adults become self-sufficient in American society, ten lessons in job search and

Institutional Research Annual Forum (34th, New Orleans, LA, May 1994). For a related document, see HE 027 902.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *College Graduates; *College Students; Educational Environment; *Educational Experience; Graduate Surveys; Higher Education; Institutional Evaluation; Private Colleges; *Satisfaction; Small Colleges; Student Attitudes; *Student Personnel Services
IDENTIFIERS- *Virginia Wesleyan College

Virginia Wesleyan College, a small liberal arts college, recently conducted four major student satisfaction assessment projects. In particular, the institution wanted to know how students evaluated their educational experiences and how they evaluated college programs and services. The assessment projects, conducted during the 1991-92 and 1992-93 academic years included graduate follow-up surveys, non-returning student surveys, assessment of the college environment by an external team of consultants, and administration of the College Student Experiences Questionnaire. Results indicated that students, non-returning students, and graduates were generally satisfied with their educational experiences and with programs and services at the college. However, findings also revealed several areas of dissatisfaction. The graduate follow-up survey indicated that students were dissatisfied with registration processes, computer availability, library services, rules and regulations, career planning and placement services, food quality, the freshman seminar, cost of attending the college, and lack of financial aid resources. The evaluation by the external team which interviewed students found that students valued the small, caring atmosphere of the campus but were dissatisfied with the cost of attending, rules and regulations, communication with the administration, and other quality of life issues. Includes seven tables. (JB)

ED 376 765 HE 027 902

Kelley, Larry H.
Utilizing a Graduate Follow-up Survey To Assess Institutional Effectiveness in the Small Liberal Arts College.
PUB DATE- May 94
NOTE- 23p.; Paper presented at the Meeting of the Association for Institutional Research Annual Forum (34th, New Orleans, LA, May 1994). For a related document, see HE 027 901.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Graduates; College Outcomes Assessment; *Educational Experience; *Graduate Surveys; Higher Education; Institutional Evaluation; Private Colleges; Satisfaction; *School Effectiveness; Small Colleges; *Student Attitudes; Student Personnel Services
IDENTIFIERS- *Virginia Wesleyan College

This paper reports on a 1992 follow-up survey of graduates of Virginia Wesleyan College (VWC). The target population of 1,110 graduates from the classes of 1987 through 1992 were surveyed, and 576 responded (51.9 percent). The survey sought information on demographics, enrollment history, evaluation of cognitive and affective outcomes, overall reactions to college experience, evaluation of educational and support services, continued education, and employment history after graduation.

A 1994 meeting to discuss current stresses on the university research system brought together faculty and administrators from 13 research institutions, federal research-sponsoring agencies, members of Congress, and interested professional association and philanthropic foundation representatives. Participants acknowledged that the system of academic research in the United State is increasingly troubled and suggested the reason is that the compact between the federal government and research universities articulated half a century ago by Vannevar Bush has eroded. From a once-elite dialogue between a limited number of scientists and government policy makers, the research enterprise has moved into a period of broader popular scrutiny and heightened expectations, and the public and its elected officials feel that they have a stake in the academic process. These changes suggest a need for fundamental policy changes. Discussion at the conference focused on six major policy issues: (1) creating and communicating priorities in research and education; (2) balancing research and education activities; (3) facilitating multi-disciplinary research and education; (4) identifying patterns of institutional support for research; (5) restoring a sense of community on campus; and (6) developing relationships with new partners in research. The report includes summaries of the discussions of each of these issues and suggestions for action and change. (JB)

ED 376 784 HE 027 922

Wilkie, Carolyn; Foreman, John, Ed.
Statewide Survey of Developmental Education in Pennsylvania. Trends in Developmental Education: Research and Practice. Monograph #1.
PUB DATE- 94
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Instruction; College Students; *Developmental Programs; Higher Education; *Institutional Research; Learning Disabilities; Limited English Speaking; Private Colleges; *Remedial Instruction; Remedial Programs; Special Needs Students; State Colleges; Surveys; Tutorial Programs; Two Year Colleges
IDENTIFIERS- *Pennsylvania

A state-wide survey of Pennsylvania colleges sought to document the developmental education programming and remedial services these institutions offer their students. A 100-item questionnaire was sent to all 189 institutions that award undergraduate degrees and certifications. Eighty institutions responded. Findings include the following: (1) most institutions offered assistance in writing, math, reading, and study skills and less frequently in science; (2) other common programming included freshman seminar classes, summer or pre-college programs, special advising/counseling services, placement testing, and campus-wide tutoring programs; (3) colleges especially targeted special admissions students, learning disabled, and English-as-a-Second-Language students for services; (4) the highest participation rate was for writing help followed by help with math, reading, and study skills; (5) 64 percent of programming was offered through a decentralized structure though a centralized structure was more typical in the 2-year institutions; (6) 89 percent of responding institutions conducted evaluations of their developmental education services on a regular basis using

Rough Draft; (8) Revising the Rough Draft; and (9) Preparing and Assembling the Final Copy. Guidelines are presented in question format with detailed explanations and samples where appropriate; a word of caution or things to keep in mind conclude most of the steps. Appendices include sample title pages; topic outlines; opening pages with or without a traditional title page and documentation in parentheses, endnotes, or footnotes; endnotes; and bibliography. (BBM)

ED 376 803 IR 016 905

ChanLin, Lih-Juan
A Case for Assessing Motivation from Learning a Computer-Assisted Instruction.
PUB DATE- 1 Nov 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Animation; Case Studies; *Computer Assisted Instruction; Computer Graphics; Courseware; Higher Education; Hypermedia; *Instructional Design; Interviews; Models; *Motivation Techniques; *Student Motivation; Videotape Recordings
IDENTIFIERS- *ARCS Model; HyperCard

The purpose of this paper is to report specific motivational requirements within each motivation category of Keller's ARCS (Attention, Relevance, Confidence, Satisfaction) model (1991) based on data collected on students' reactions to a computer-assisted learning lesson that incorporated motivational strategies in its design. Interview techniques were used to capture the perceptions of the subjects as well as observation by the researcher. The computer-based instruction used in the study was developed for a parasitology course for veterinary students using HyperCard 2.1. Motivational strategies included using eye-catching graphic representations to capture the students' attention; endowing cartoon characters with students' characteristics and relating graphics to their interests to increase the relevance of the information; allowing students to study at their own pace with appropriate challenge level and full interaction with the learning materials to enhance their confidence; and encouraging students to apply what they were studying to real world situations to establish learning satisfaction. Analysis of data from the interviews supports the assumption that instructional treatments for motivating learning require consideration of the four motivational categories, and that strategies based on these categories are all essential in the process of learning. Discussions of implications of these findings for instructional design and areas where future research is needed conclude the paper. (Contains 28 references.) (BBM)

ED 376 804 IR 016 908

Kelly, Leslie, Ed.
ASTD Technical and Skills Training Handbook.
SPONS. AGENCY- American Society for Training and Development, Alexandria, VA.
PUB DATE- 95
NOTE- 615p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

the administration of state program grants. Portions of the Texas State Code related to the State Library and Archives Commission are presented, including standards for the accreditation of a resource system and public libraries. A "Summary of Criteria for Membership in the Texas State Library System" defines the requirements for libraries of different sizes. A chart lists requirements for certification as a county librarian. (SLD)

ED 376 823 IR 055 274

The Information Infrastructure: Reaching Society's Goals. A Report of the Information Infrastructure Task Force Committee on Applications and Technology.
PUB DATE- Sep 94
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Information; *Computer Mediated Communication; Computer Networks; Copyrights; Criminology; Disabilities; Emergency Programs; Government Role; Humanities; Physical Environment; *Policy Formation; *Public Policy; Social Change; Standards; *Technological Advancement; Traffic Safety; Transportation
IDENTIFIERS- Electronic Libraries; Internet; *National Information Infrastructure; Telecommuting

Intended for public comment and discussion, this document is the second volume of papers in which the Information Infrastructure Task Force has attempted to articulate in clear terms, with sufficient detail, how improvements in the National Information Infrastructure (NII) can help meet other social goals. These are not plans to be enacted, but the material with which the citizens and their government may have a structured conversation, a purposeful interaction, and deliberation on the issues raised in the evolution of more capable means of information processing and human communications. Eight papers are presented in this volume: (1) NII: An Investment in People with Disabilities; (2) Supply and Demand of Electric Power and the NII; (3) Improving Transportation: The NII and Intelligent Transportation Systems; (4) Promoting Telecommuting: An Application of the NII; (5) The Effect of NII on Local, State, and Federal Emergency Management; (6) Public Empowerment with Environmental Information; (7) Arts, Humanities, and Culture on the NII; and (8) Public Safety and the NII: Supporting Law Enforcement and Criminal Justice. Six of the papers include references. (BBM)

ED 376 824 IR 055 275

Moen, William E.; McClure, Charles R.
The Government Information Locator Service (GILS): Expanding Research and Development of the ANSI/NISO Z39.50 Information Retrieval Standard. Final Report.
PUB DATE- 7 Sep 94
NOTE- 259p.; Funded by the Interagency Working Group on Data Management for Global Change. For related reports, see ED 326 247 and ED 349 031.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; *Computer Networks; Computer System Design; *Federal Government; *Government Publications;

universities whose collections were analyzed. (Contains 25 references.) (BBM)

ED 376 843 IR 055 317

Gamble, Lydia J.
Statistical Analysis of the Interlibrary Loan Borrowing Patrons of the Kent State University Library and Their OhioLINK Suppliers for Fiscal Year 1992-1993.
PUB DATE- May 94
NOTE- 36p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- College Libraries; *Computer Networks; Higher Education; *Interlibrary Loans; Library Statistics; Reprography; State Libraries; Statistical Analysis; *Users (Information); User Satisfaction (Information)
IDENTIFIERS- Document Delivery; Kent State University OH; *OhioLINK

This study examined the interlibrary loan borrowing activity with OhioLINK libraries for Kent State University during the fiscal year 1992-1993. The study also examined the importance of automating interlibrary loan's statistical data. A total of 7,034 requests were made to participating OhioLINK libraries during this time period, and the 26 OhioLINK suppliers used during the fiscal year provided service to 51 departments. It is hoped that the descriptive analysis of these requests will enable the Interlibrary Loan department to provide better service and to provide useful information for collection development. Information acquired in the study may also prove useful in obtaining human and other resources to carry out the function of information supplier. Cross-tabulations were performed using the variables of university department, format of the material (book or photocopy), status of borrower (undergraduate, graduate student, faculty, or staff), and OhioLINK supplier. Results revealed several trends in the materials borrowed and the supplier used, as well as the department doing the requesting. Five data tables are included. (Contains 16 references.) (Author)

ED 376 844 IR 055 318

Miraglia, Laurie L.
Seeds of Knowledge: The Evolution of the Louis Bromfield Sustainable Agriculture Library.
PUB DATE- Aug 94
NOTE- 49p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Historical Materials (060)
DESCRIPTORS- *Adult Farmer Education; *Agricultural Education; Agricultural Production; College Libraries; Ecology; Higher Education; *Library Collections; Library Services; Reference Services; *Soil Conservation; State Libraries; *Young Farmer Education
IDENTIFIERS- *Louis Bromfield Sustainable Agric Lib OH; Ohio; *Sustainable Agriculture

The Louis Bromfield Sustainable Agriculture Library is located in Lucas, Ohio, at Malabar Farm State Park. Established in 1992, the library is jointly maintained by the Ohio State University Sustainable Agriculture Program and the Ohio Department of Agriculture. The library's namesake, Louis Bromfield, was a subcommittees to address each dimension. The Generic Skills Subcommittee made recommendations as to what those skills should encompass and how instruction and skill development should be carried out. This report on the Generic Skills Subcommittee's discussions and recommendations begins by providing background on the CSAC's province-wide plan for college education, including a discussion of who determined the five skill areas and why; whether outcome-based education is the best approach for generic skills; the purpose of generic education; how generic skills relate to equity issues; what constitutes post-secondary levels for generic skills; and problems associated with the short timeline provided in the CSAC's plans. After part 2 explores the process used by GBC to develop a new "academic architecture" for the college, part 3 presents GBC's definition of generic skills, part 4 presents the recommendations of the fall 1993 Generic Skills Subcommittee, and part 5 discusses the implementation of recommendations common to the generic skills focus groups. Parts 6 through 10 focus on each cluster of generic skills, including lists of outcomes, measurement tools, evaluation criteria, essential skills, and recommendations. Finally, part 11 presents the Subcommittee's list of items for further attention. Contains 15 references. (KP)

ED 376 863   JC 940 579

General Education Task Force Final Report to the Academic Plan Steering Committee.
PUB DATE- Mar 94
NOTE- 82p.; For the interim report, see ED 365 363.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; Community Colleges; *Core Curriculum; *Course Content; *Curriculum Development; Curriculum Guides; Curriculum Research; Foreign Countries; *General Education; Instructional Leadership; Relevance (Education); Two Year Colleges
IDENTIFIERS- George Brown College ON

A General Education Task Force (GETF) was formally constituted at George Brown College (GBC) in June 1992 as one of four task forces created to develop an academic plan for the college. The charge of the GETF was to develop a philosophy statement on general education, a set of post-secondary general education curriculum guidelines, a general education course approval and review process, and an implementation plan regarding general education for the college. This report represents the deliberations and recommendations of the GETF. Part I provides an introduction to the charge and structure of the Task Force. Part II identifies issues which provide a context for the process of curriculum development, including the mandate of Ontario colleges, college accountability, the impact of the economic recession in Ontario, and equity in the curriculum. Part III presents final curriculum recommendations, including: (1) a general education philosophy statement; (2) curriculum, pedagogy, and assessment principles; (3) three broad content areas of the general education curriculum model (i.e., arts and humanities, social sciences, and science and technologies); (4) criteria for determining appropriate course content in the three content areas; (5) learning outcomes; (6) foundations courses; (7) breadth of content; and (8) inclusion of skills in general education courses. Part IV presents a plan for implementing the general education program, while part V noticeably higher success rate (53%) than non-AFFIRM African-American students (15%) in English 104, but a lower success rate in English 1A (34% vs. 62%), Mathematics 12 (39% vs. 41%), and Guidance 95 (62% vs 67%). Over seven semesters, the total success rate for AFFIRM students in English 330 was 47%, compared to other English 330 African-American students who had a success rate of 40%. (KP)

ED 376 880   JC 940 652

Kangas, Jon Alan; Budros, Kathleen
ESL Persistence: A Summary Report. Research Report #520.
PUB DATE- May 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Asian Americans; Community Colleges; *English (Second Language); *Enrollment Trends; Females; Hispanic Americans; Males; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Evergreen Valley College CA; San Jose City College CA

At Evergreen Valley College (EVC) and San Jose City College (SJCC), there are five levels of English-as-a-Second-Language (ESL) instruction below Transfer Level English (English 1A). A student cannot graduate until English 1A has been completed successfully. A study was conducted to determine the number and percentage of ESL students who began at each level and who reached a position to take college-level courses, to graduate, and to transfer. All new ESL students without previous college experience who began in fall 1988 were tracked over 4 academic years to determine how many reached completed the ESL prerequisites to take college-level courses and how many completed Transfer English. Study findings included the following: (1) of the 456 ESL students who began at the various levels, only 15% completed English 1A within 4 years; (2) the higher the level at which ESL students started, the more likely they were to reach English 1A; (3) only 9% of ESL 342 (Basic Writing Skills 1, five levels below English 1A) students persisted; (4) 32% of ESL 332 (Basic Writing Skills 2) students persisted to college-level work, while 43% of ESL 322 (Sentence Development) students persisted; (5) female ESL students entering SJCC and EVC at the lowest levels of ESL writing persisted to complete English 1A at a higher rate than male ESL students entering at the same levels; (6) 82% of ESL students at EVC and 60% of the ESL students at SJCC were Asian and accounted for 98% at EVC and 71% at SJCC of the total group that persisted through English 1A. (KP)

ED 376 881   JC 940 653

Kangas, Jon
ENLACE: Success Rates Compared to Success Rates of Other Chicano/Latino Students in the Same Courses, Spring 1993. Research Report #722.
PUB DATE- Dec 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Community Colleges; Counseling Services; *Developmental Studies Programs; *Hispanic Americans; Mentors; *Remedial Programs; Two Year Colleges

DESCRIPTORS- Community Colleges; Educational Trends; Employment Patterns; Enrollment Trends; Income; *Population Trends; *School Demography; Tables (Data); Two Year Colleges; Urban Demography

IDENTIFIERS- Piedmont Virginia Community College

In 1994, a study was conducted to describe the Piedmont Virginia Community College (PVCC) service region in terms which would aid the college's strategic planning efforts. Major study findings include the following: (1) between 1990 and 2000, the population of the PVCC service district is expected to grow by 11.4%; (2) three localities enroll at PVCC a higher percentage of their populations than the average percentage of the service region as a whole (2.3%), Greene County (2.8%), Charlottesville (2.6%), and Louisa County, (2.4%); (3) the 45-70 age bracket is expected to increase by 77.5% between 1990 and 2010; (4) the 20-34 age bracket, currently with the largest percentage of PVCC students, is projected to decline by 7.1%; (5) between 1990 and 2000, the number of whites in the service region is projected to grow at a faster rate than the number of non-whites; (6) the Asian population is the fastest growing minority segment; (7) the population is moving toward a slightly higher percentage of females (52%) than males by 2010; (8) educational attainment varies greatly within the PVCC service region, with Albemarle County and the City of Charlottesville showing the greatest number of residents who have attended college; (9) family and household incomes in the PVCC service region are slightly lower than the state average, with 25% of all residents in Albemarle County living below the poverty line; and (10) the PVCC service region is characterized by a highly professional workforce concentrated within government (40%) or services (30%). PVCC must continue to assess the current job market and employment trends to best prepare citizens to be competitive and competent. (KP)

ED 376 899 JC 950 005

Fowler, Paul G.

Follow-Up Survey of PVCC Graduates of the Class of 1992-93. Research Report Number 6-94.

PUB DATE- Aug 94

NOTE- 104p.; For the 1991-92 Report, see ED 361 054. Appendix A (the survey instrument) contains very small, filled print.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; *College Graduates; College Outcomes Assessment; *College Transfer Students; Community Colleges; *Education Work Relationship; Employment Patterns; Graduate Surveys; Higher Education; Job Satisfaction; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students; Vocational Education

IDENTIFIERS- Piedmont Virginia Community College

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates to obtain information on jobs, career satisfaction, transfer to other institutions, and the effect of PVCC on careers and further education. Findings from the survey of 1992-93 graduates, based on responses from 52.5% of the 232 alumni surveyed, included the following: (1) over 40% of the respondents were employed full time in jobs related to their fields of study at PVCC; (2) 66.3% were satisfied and 17.5% were very satisfied with their current jobs; (3) jobs held by the largest percentage of survey report examines the best possible cut scores for the placement tests by using scatter plots to separate successful versus unsuccessful course outcomes, finding the current scores reasonable, and recommending that sub-scores not be used in placement but that their results be given to students and faculty as feedback. (KP)

ED 376 917 PS 021 957

Kagan, Sharon L.
Leadership Training for Collaboration. Draft.
PUB DATE- 14 Oct 93
NOTE- 21p.; Paper presented at the North Central Regional Educational Laboratory Regional Early Childhood Forum (October 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Cooperation; *Early Childhood Education; Instructional Leadership; Instructional Systems; Leadership Responsibility; *Leadership Styles; *Leadership Training; *Participative Decision Making; *Partnerships in Education; Preschool Teachers; Systems Approach

Based in part on a 1992 study of 72 United States early care collaborations and leaders, this paper explores conventional understandings of leadership, reviews the leadership literature, and goes on to compare and discuss collaborative leadership in detail. The paper notes that collaborative leadership stresses the relatedness of systems wherein for an individual to succeed, others must also succeed. It draws upon systems theory and integrated interactive services among agencies and disciplines. Whereas earlier and current models stress charismatic hero leaders (who rise to the top--emphasizing their greater power and the presumed lesser power and abilities of those who did it), the paper concurs with Peter Senge's view of leadership requirements for organizations in the 1990s. It calls for leaders who are "designers, stewards, and teachers." Emphasis is on collective ideas of governance, collective values and purpose, with leaders structuring environments, conveying purpose but preserving flexibility, enabling others to be more insightful, and empowering others. The paper suggests that some of the most promising systems integration work in the United States today is happening in early child care and education. The recent leadership study on which this paper is based focused on dimensions of leadership, specifically identifying, implementing and sharing leadership. These aspects are discussed in detail. Contains 12 references. (ET)

ED 376 918 PS 022 134

Bridgeport Futures Initiative: A Collaborative on Behalf of Youth.
PUB DATE- 93
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Agency Cooperation; At Risk Persons; Child Health; Children; *Community Programs; Demography; Drug Abuse; Elementary Secondary Education; Family Programs; *Human Services; Infants; *Integrated Services; Intervention;

Program. "Procedures for Developing the Primary Program Action Plan" provides guidance for developing the plan and the format that is to be followed. "Supplements to the Program Advisory: Action Plan for KERA'S Primary Program" offers resources for schools to draw upon while developing action plans. (AS)

ED 376 936 PS 022 658

Jaruszewicz, Candace
Reggio Emilia: An In-Depth View.
PUB DATE- 13 Jul 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Activities; Comparative Analysis; Early Childhood Education; Educational Administration; Educational History; Educational Philosophy; Foreign Countries; Influences; Parent Participation; *Preschool Curriculum; *Preschool Education; Program Descriptions; Small Group Instruction; *Student Centered Curriculum; Teacher Role; *Teaching Methods
IDENTIFIERS- Developmentally Appropriate Programs; Emergent Curriculum; Italy (Reggio Emilia); *Reggio Emilia Approach; United States

This paper examines the preschool programs of the Reggio Emilia region of Northern Italy, describing the role of Loris Malaguzzi in the founding of the municipal preschools in the region after the Second World War and discussing the theoretical and philosophical basis of the child-centered, developmentally appropriate, art-centered Reggio Emilia approach. The administrative infrastructure, the facility and environment, the faculty, and emergent curriculum of the infant/toddler centers and preschools are examined, along with the role that parents play in the education of their children. The world-wide impact of the Reggio Emilia approach to preschool education is analyzed (more than 10,000 visitors have come to Reggio Emilia from all over the world to visit its preschools since 1979). The implications of the approach for early childhood education in the United States is discussed, centering on two areas of concern in the United States--the appropriateness of both full-day care and academic programs for preschoolers. Areas of agreement between Reggio Emilia and American practices are listed, along with areas in which Reggio presents a challenge to American views of early childhood education. An appendix describes 11 student projects undertaken in Reggio Emilia preschools and in American preschools using the Reggio Emilia Approach. (Contains 19 references.) (MDM)

ED 376 937 PS 022 665

1994--International Year of the Family.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Rearing; *Family (Sociological Unit); *Family Financial Resources; Family History; *Family Life; *Family Relationship; Global Approach; *Grandparents; Multicultural Education

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Home Programs; Individual Development; *Infants; *Learning Activities; Parent Materials; Parents as Teachers; Play; Preschool Children; Preschool Education; School Readiness; Teaching Methods; *Toddlers
IDENTIFIERS- *Developmentally Appropriate Programs

This Spanish-language handbook, which was written by a retired kindergarten teacher with over 25 years of experience, is intended to help parents and caregivers prepare their child for formal schooling. It describes 260 learning activities, each based on a different developmental concept, and most requiring materials usually found in the home. An activity is provided for each week of the child's life from birth through the fourth year. The activity guides include statements of the ways in which the activity promotes growth in different areas of development. Suggestions for implementing the activities are outlined in the preface. (HTH)

ED 376 957 PS 022 764

Elliott, Sue
Science for Young Children. Australian Early Childhood Resource Booklets, No. 1, 1989.
PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- Curriculum Development; Early Childhood Education; Foreign Countries; *Science Activities; Science Education; *Science Instruction; *Science Projects; Sciences; *Scientific Concepts; Teaching Methods; Theory Practice Relationship

This booklet provides an understanding of science education for young children in terms of both a theoretical basis for planning and a selection of practical experiences. The theoretical and practical sections are organized separately, and readers are advised that an understanding of the theoretical approach is essential prior to implementing the practical ideas. The theoretical section asks and explores the questions: What is science? Why teach science to young children? What are the aims of teaching science to young children? The next section gives practical advice on planning science experiences and on encouraging science experiences that are spontaneous and unplanned. The last section presents a selection of science topics as a stimulus and starting point for developing science with young children. Each topic addresses some basic concepts and includes relevant science information, practical comments, and suggestions for science experiences. The science topics presented are: animals, air, electricity, the human body and health, light, magnets, plants, sound, and water. Contains 17 references. (AS)

ED 376 958 PS 022 768

Cupit, C. Glenn
Socialising the Superheroes. Australian Early Childhood Resource Booklets, No. 5, 1989.
PUB DATE- 89
NOTE- 19p.
LANGUAGE- English

changes and their implications for family life. In conclusion, the report suggests that despite recent criticism, the family is an institution that should be cherished and protected. Enlightened family policy, accompanied by thorough research, planning, and the involvement of all population groups in the policy-making process, can make a real contribution to the quality of marital and family life in South Africa. Contains approximately 90 references. (AA)

ED 376 974   PS 022 820

Viljoen, Sylvia
Strengths and Weaknesses in the Family Life of Black South Africans.
PUB DATE- 94
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *Black Family; *Family (Sociological Unit); Family Caregivers; Family Environment; *Family Life; Family Problems; *Family Relationship; Foreign Countries; Group Unity; *Marriage; Norms; Obedience; Parent Child Relationship; Parenting Skills; Parents; Power Structure; Social Values
IDENTIFIERS- South Africa; *South Africans

This study examined the quality and characteristics of black families in South Africa. The research focused on three areas: values and norms regarding marriage and family life, the deterioration of traditional and parental authority, and parenting skills. The fieldwork was done during the years 1988-1990 and consisted mostly of group interviews and group discussions with over 300 respondents across 3 generations; all interviews were taped and subsequently analyzed. A qualitative research design was employed to collect, organize, and interpret the research data. Data were analyzed according to a descriptive approach providing for the individual experiences and views of black South Africans regarding their family life. The main strengths of the family as revealed by the group interviews and discussions appeared to be the enduring belief in the family as an institution, and in its resilience under adverse circumstances. The most serious weaknesses found were the decline of parental and adult authority coupled with debilitating structural problems. The latter include the physical absence of parents or caregivers, often for long periods of time. The recommendations derived from the results concentrate on ways and means to maintain or achieve a close bond between caregivers and youth. (Contains 51 references.) (Author/AS)

ED 376 975   PS 022 823

Potter, Jana
Teaching in the Whole Garden.
PUB DATE- Mar 94
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Skills; *Curriculum Design; Developing Nations; *Elementary Education; *Elementary School Curriculum; Elementary School Students; Integrated Curriculum; Plant Identification; Science Activities
IDENTIFIERS- Flowers; Gardening; *Gardens

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accident Prevention; Agency Cooperation; Agency Role; Nonprofit Organizations; Organizational Objectives; Outdoor Education; *Program Development; *Safety Education; Sportsmanship; Trainers; *Voluntary Agencies; *Volunteers
IDENTIFIERS- *Hunter Safety; Hunting; *Kentucky; Kentucky Hunter Education Association

This guide provides information on organizing a state volunteer hunter education association, and reviews the development and accomplishments of the Kentucky Hunter Education Association. State associations use volunteer instructors to provide programs educating hunters on good sportsmanship, honesty, citizenship, self-reliance, and prevention of hunting accidents and hunting-related accidents. State-level associations also foster cooperation and coordination between state agencies and the national Hunter Education Association. The following steps are essential when organizing a hunter education association: (1) identifying the initial organizational leadership, planning a preliminary meeting with volunteers, drafting a constitution, and designing a state association logo; (2) determining how the association will interface with the state agency responsible for its control, including transfer and expenditure of funds and ownership and control of equipment; (3) identifying the purposes, goals, and objectives of the association; (4) determining how communication between the association and its members is to be conducted; (5) securing funding for organizational meetings and achieving association goals; and (6) establishing a structure that encourages leadership at the local level to meet membership needs and association goals. Appendices include an organizational chart of the Kentucky Hunter Education Association, as well as the association logo and articles of incorporation. (LP)

ED 376 994   RC 019 851

Crume, Charles T.; Lang, George M.
Teaching Hunter Responsibility.
PUB DATE- 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indian Culture; Behavior; *Educational Philosophy; *Educational Principles; Environmental Education; *Ethical Instruction; *Outdoor Education; Safety Education; Teaching Guides; Values Education; *Volunteer Training
IDENTIFIERS- *Environmental Ethic; Hunter Safety; *Hunting; Nature Study

This guide provides volunteer hunter-education instructors with background information on subjects related to hunter education. A major goal of hunter education is to develop an environmental ethic among outdoorsmen, based on a deeper understanding of the natural world. Chapter 1 clarifies terms frequently used within the broad context of outdoor education: science education, outdoor recreation, nature interpretation, conservation education, environmental education, and nature study. Each discipline is reviewed in terms of its philosophical foundation, including processes, goals, and functions. Chapter may provide the missing link between understanding human behavior and acting upon that knowledge. Experiential education is an especially powerful method for individual growth and social change because it is holistic. Not only are intellectual challenges involved, but experiential education also provides people with practice in dealing with the psychoemotional aspects of fear, risk, and disequilibrium, as well as the joy and excitement of mastery. In experience-based training, this all occurs in a safe, supportive social environment. The "Awareness Stretch" is a simple model that can guide personal assessment of intercultural competence. As in similar typologies, there is a progression from denial to acceptance of difference. However, the Awareness Stretch continues on to levels of adapting and competence, where institutional and inculturated structures and behaviors are challenged. These final stages of growth pave the way for real social change. (SV)

ED 377 012 RC 019 888

Gray, Tonia; Patterson, John
Effective Research into Experiential Education: A Critical Resource in Its Own Right.
PUB DATE- Nov 94
NOTE- 9p.; In: Experiential Education: A Critical Resource for the 21st Century. Proceedings Manual of the Annual International Conference of the Association for Experiential Education (22nd, Austin, TX, November 3-6, 1994); see RC 019 884.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adventure Education; *Attitude Measures; Educational Objectives; *Educational Research; *Experiential Learning; Foreign Countries; *Outdoor Education; *Program Evaluation; Research Methodology; *Residential Programs; Secondary Education; Student Attitudes; Student Development
IDENTIFIERS- Australia

This paper discusses the use of quantitative methodologies to evaluate extended-stay outdoor education school programs (ESOESPs) in Australia. A recurring theme in the literature of outdoor education is the paucity of empirical data to support its continuation and development. Proponents argue that the outdoor education experience leads somehow to a long-lasting personal transformation. However, anecdotal evidence and "warm fuzzies" are not grounded in rigorous systematic research. ESOESPs are Australian off-campus residential programs, conducted in outdoor settings for at least 20 weeks, that are incorporated into the school experience. While gaining in popularity, ESOESPs are capital intensive. To survive in an age of conservative educational reform, programs such as these must provide systematic empirical evaluations of both immediate and long-term impact. Two instruments, the Real Me Questionnaire (RMQ) and the School Life Questionnaire (SLQ), were developed to evaluate ESOESPs. Major program objectives related to student self-concept, social responsibility, intellectual development, and health and physical development were elaborated into behaviorally related statements that require a graded response from subjects. RMQ contains 65 items and measures attitudes, perceptions, and behaviors. SLQ contains 31 items and examines appropriateness of curriculum, quality of teaching, school spirit, and personal relationships. Both

(Demana & Waits); "MASS-MATHICS: A Curriculum for Non-College Bound Students in Israel" (Movshovitz-Hadar); and "Equity, Assessment, and Thinking Mathematically: Principles for the Design of Model-Eliciting Activities" (Lesh, Hoover, & Kelly). Part 2, "The Process and Evaluation of Reform Efforts," includes: "America Is Likewise Bestirring Herself: A Century of Mathematics Education As Viewed from the United States" (Kilpatrick); "The Mathematical Sciences Education Board: Preparing for the Twenty-first Century" (Rosen); "What Does It Mean to Be Modern in Mathematics Education?" (D'Ambrosio); "Reflections on the Mathematics Assessments of the National Assessment of Educational Progress" (Lindquist); "Certifying Accomplishments in Mathematics: The New Standards Examining System" (Resnick, Briars, & Lesgold); and "Assessing Mathematics: Enhancing Understanding" (Dossey). Part 3, "The Content of Reform," includes: "Toward a World Class Curriculum in the United States" (Romberg); "What Are the Goods and How Do We Deliver Them?" (Sally, Jr.); "Investigations in Number, Data, and Space: A New Elementary Curriculum" (Russell); "The UCSMP Elementary Mathematics Specialist Project" (Sconiers); "Reflections on Inservice Work with U.S. Teachers of Mathematics" (Becker); "The Effects of Technology on the Mathematics Curriculum: What Goes In? What Goes Out?" (Ellis); "Computers, Understanding of Concepts, and Problem Solving" (Bjork & Brolin); "Getting Students to Function in Algebra" (Schwartz); "Statistics in the Mathematics Curriculum: Why and What?" (Moore); "Algorithms in School Mathematics: Why, What and How?" (Johnson); and "Applications and Modeling in School Mathematics--Directions for Future Development" (Niss). Part 4, "International Comparisons," includes: "The Third International Mathematics and Science Study: Issues and Questions" (Robitaille); "School Mathematics in the U.S. and U.K.: Similarities and Differences" (Johnson); "School Mathematics in Japan and the U.S.: Focusing on Recent Trends in Elementary and Lower Secondary School" (Miwa); "Results of U.S.-Japan Cross-national Research on Students' Problem Solving Behaviors" (Becker); "Some Puzzling Questions Arising from Mathematics Education in China" (Zhang); "Competition and Cooperation in School Mathematics" (Usiskin). Appendices contain lists of the conference participants, speakers, and presiders. (MKR)

ED 377 031   SE 054 064

Newman, Denis; And Others
Scientific Sense-Making in Elementary Classroom Conversations.
PUB DATE- Dec 93
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Grade 5; Grade 6; Intermediate Grades; Science Education; *Scientific Concepts
IDENTIFIERS- Conversation; *Seasons; *Sense Making Approach

Scientific sense-making is a process in which theory and evidence are brought into coordination. This work examines the conditions for the development of scientific sense-making in fifth and sixth grade classroom science lessons. Classroom activities that were structured as a series of presentations are compared with activities structured more as conversations with respect to their consistency with, and support of sense-making. Features of conversation such as displaying the relevance of one turn to the previous turn are shown to support the movement of ideas during the activity and to display important elements of sense-making. A close relation between

ED 377 053 SE 055 419

Green Schools Activity Booklet.
PUB DATE- Aug 92
NOTE- 75p.; Some pages contain broken type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Elementary Education; Environmental Education; Interdisciplinary Approach; *Learning Activities; Lesson Plans; Plant Growth; *Plants (Botany); *Trees
IDENTIFIERS- Environmental Education Activities; Environmental Issues

This collection of interdisciplinary hands-on activities covers a variety of topics related to trees and conservation. Twenty-four activities integrate the subjects of social studies, fine arts, science, language arts, math, geography, and music. Although activity instructions are not consistent they usually contain details on objectives and procedure. Some activities are accompanied by student worksheets. Three lesson plans focus on the biology of trees and contain sections on objectives, materials, activities and alternate activities, and discussion questions. Other activities involve students in examining environmental issues, and experimenting with seeds and plant growth. The collection contains nine poems and a song. A bibliography with 11 entries provides sources from which activities were compiled. (LZ)

ED 377 054 SE 055 421

Neil, Marilyn S.
Parent-Teacher Partnerships: Enhancing Learning in Mathematics.
PUB DATE- Mar 94
NOTE- 12p.; Paper presented at the Association for Childhood Education International Study Conference (New Orleans, LA, March 30-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Family School Relationship; *Mathematics Instruction; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; *Partnerships in Education

Parents can do a great deal to support a child's learning in any subject area, especially mathematics. This paper reviews literature discussing what teachers and school administrators can do to establish parent-teacher partnerships to enhance children's learning of mathematics. Discussion includes a developmental process, intentional planning, cooperation, good leadership, monitoring, communication, participation, school commitment, newsletters, meetings, instructional materials, past unpleasant school memories of parents, evening classes, booklets sent home with child's school work, and math clinics. Contains 15 references. (MKR)

ED 377 055 SE 055 428

Zeman, Anne; Kelly, Kate
Everything You Need To Know about Math Homework. A Desk Reference for Students and Parents. Fourth to Sixth Grades. Scholastic Homework Reference Series.
PUB DATE- 94

C.; North American Association for Environmental Education, Troy, OH.
PUB DATE- 94
NOTE- 349p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Programs; Elementary Secondary Education; *Environmental Education; Program Descriptions; *Program Design; Program Development; State Programs
IDENTIFIERS- *Environmental Education Programs

This book is designed to be a resource tool for all environmental education advocates and supporters, particularly those seeking to fully incorporate environmental education into their state and local school system. It provides a conceptual model for understanding comprehensive environmental education programs and the steps necessary to achieve this goal. Five parts cover the following topics: (1) an introduction to the status of environmental education in the United States today, and the need for comprehensive environmental education programs, at both the state and local level; (2) a recommended step-by-step process for developing an environmental education initiative campaign; (3) an in-depth description of the many possible components of a comprehensive environmental education program at the state level; (4) an in-depth description of the many possible components of a comprehensive environmental education program at the local level; (5) three state-level and five local-level case histories; and (6) a glossary, organizing worksheets, and a 73-item annotated resource list. Sixteen appendices contain a selection of legislation, bylaws, sample budgets, executive orders, and other documents from states and local communities working towards comprehensive environmental education programs. (LZ)

ED 377 077 SE 055 595

Amazing Soil Stories: Adventure and Activity Book and Teacher's Guide to the Activity Book.
PUB DATE- 88
NOTE- 50p.; See also SE 055 596.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activities; *Conservation (Environment); Environment; Environmental Education; Grade 4; Instructional Materials; Intermediate Grades; Land Use; Plant Growth; *Soil Science; Study Guides; Worksheets
IDENTIFIERS- *Environmental Education Activities

The student activity book offers a variety of written exercises and "hands on" experiments and demonstrations for students at the fourth grade level. The book begins with a cartoon story that follows the adventures of a student investigating a soil erosion crisis and what her community can do to prevent soil erosion. Interspersed within the story are 11 activity worksheets. Activities cover the topics of: (1) how soil is formed; (2) what soil is composed of; (3) how productive soil relates to the quality of life; (4) how soil is affected by wind and water; (5) what plants need to grow; (6) how soil instruction. (CK)

ED 377 093 SO 024 056

The Education System: Education in Denmark.
PUB DATE- 92
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Educational Administration; *Elementary Secondary Education; Foreign Countries; *Government Role; Government School Relationship; *Higher Education; High Schools; *Preschool Education; Teacher Education; Vocational Education
IDENTIFIERS- *Denmark

The first schools in Denmark were grammar schools run by the Roman Catholic Church until 1536 when the State took over the responsibility. The education system developed and expanded to include teacher training as well as folk high schools (folkeskole). At the end of the 1980s almost 17 percent of all schools providing primary and lower secondary education were run privately. The responsibility for the education system in Denmark rests with the State, the counties, the municipalities, and private individuals and institutions. The main features of the administration of the education system include Parliament, the Ministry of Education and Research, county councils, municipal councils, and individual educational institutions. Diagrams illustrate the educational system and the organization of the Ministry of Education and Research. Separate chapters present descriptions of each level in the Danish education system: (1) pre-school education; (2) primary and lower secondary education; (3) upper secondary education including general education and vocational education and training; (4) higher education; (5) teacher training; and (6) voluntary youth and adult education. After a description of the 13-point-marking-system used in primary and secondary education, an overview of student grants and loans shows how the State supports youth and higher education courses. Lists indicate three educational bodies with special tasks, the total number of educational institutions in 1987, and the educational courses and employment rates for 1988 and 1989. (CK)

ED 377 094 SO 024 150

Cianfrani, Joseph Thomas
A Template for the Systematic Implementation of Welfare Reform.
PUB DATE- 94
NOTE- 74p.; Doctoral Dissertation, George Mason University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Change Strategies; Government Role; Legislation; Planning; Policy Formation; *Poverty Programs; Public Policy; *Strategic Planning; Welfare Agencies; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; Department of Health and Human Services; Implementation Analysis; *Welfare Reform

Implementation is the challenge facing any attempts to reform the U.S. welfare service system. Without consideration of an implementation strategy, a reform plan will be destined to fail. Because many planners of welfare reform may be unfamiliar

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Banking; Consumer Economics; *Crime; *Crime Prevention; *Economics; Electronic Equipment; Illegal Drug Use; *Monetary Systems; Stealing
IDENTIFIERS- Automated Teller Machines; Cash Flow; National Council on Crime and Delinquency

Ending the use of cash in the United States can provide substantial social and economic gain while requiring only modest levels of investment. One primary benefit is the reduction of cash-related crimes. Because most street crime is committed to obtain cash or uses cash as a transaction medium, elimination of cash will dramatically reduce crime. Technology has advanced in the United States to a point where a cashless society is now feasible, and the benefits of eliminating cash may be more easily obtained. This report illustrates how changing to an electronic cash system, the U.S. Electronic Money System (USEMS), would wholly eliminate certain classes of crimes, severely reduce the incidence of others such as drug crime, and shrink the underground economy. A description of the cashless society explains how USEMS would function, security considerations, rights of privacy, and other basic issues. The report also demonstrates how hundreds of billions of dollars in benefits to both public and private sectors would result from its implementation. (CK)

ED 377 115 SO 024 437

Greaser, Thomas C., Jr.
Alternative Teaching Strategies To Improve Instrumental Lesson Instruction at the Middle School, When the Budget Has Been Reduced.
PUB DATE- 94
NOTE- 92p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Bands (Music); *Cooperative Learning; Grade 6; Grade 7; Grade 8; *Instructional Innovation; Intermediate Grades; Junior High Schools; *Middle Schools; Musical Instruments; *Music Education; *Music Techniques; Skill Development; Student Attitudes; Student Motivation

A middle school student helper teacher program based on some cooperative learning tenants provided alternative instruction to sixth grade instrumental students in music lessons that would have been severely curtailed due to budget reductions and increasing enrollment. Students were grouped on like instruments and divided into subgroups by ability. Each group received practice reviews and instructions from seventh and eighth grade volunteers with the instrumental teacher providing individual help, evaluation, and group instructions. Student helper teachers received training in monthly after school meetings about their problems and concerns with their groups. The results indicated that the students spent more time on task than they would have in a traditional setting. Analysis of skill development revealed that student lesson progress was similar to traditional instruction. Other positive benefits were attitudes among the students of helping instead of competition and increased learning and problem-solving activities of the student helper teachers in preparing for and dealing with their groups. (Author/CK)

ED 377 116 SO 024 438

Richardson, Anita
On Trial in California: The O. J. Simpson Case. A Teaching Tool.
SPONS. AGENCY- American Bar Association, Chicago, Ill.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Citizenship Education; *Criminal Law; Instructional Materials; *Law Related Education; Secondary Education; Social Studies; Teaching Methods
IDENTIFIERS- *Simpson (OJ) Murder Trial

Arguing that there is no better opportunity to teach about the law than when a sensational trial overwhelms the media, this booklet outlines the legal issues involved in the O. J. Simpson trial and presents teaching methods for introducing these issues to students. In a discussion of the trial phase, the booklet explains the concepts of reasonable doubt, preponderance of evidence, elements of murder, special circumstances as well as the categories of direct and circumstantial evidence. Sections on the sentencing and appeals phases of the trial describe the significance of aggravating and mitigating factors and the grounds and procedures for appeal. A question and answer column elucidates the most frequently asked legal questions regarding the trial such as Simpson's plea, the evidence, the relevance of DNA tests, the likelihood of Simpson testifying, and the significance of pretrial publicity. The teaching methods outlined in the booklet call for students to complete and discuss a worksheet on the facts of the trial and to play the role of judge in evaluating the evidence. The booklet also provides the results of a poll of 311 attorneys taken in September, 1994 on the Simpson trial. A copy of the questionnaire is included for distribution to students. A glossary explains the legal terms used throughout the booklet. (JD)

ED 377 135 SO 024 619

E Pluribus Unum. Out of Many, One. 1995. Law Day Planning Guide.
PUB DATE- 94
NOTE- 53p.; A product of the ABA Standing Committee on Association Communications.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; *Law Related Education; Secondary Education; Social Studies
IDENTIFIERS- *Law Day; United States Constitution

This booklet introduces ideas and materials for Law Day activities. Celebrated on May 1, Law Day is an annual opportunity to expand awareness of U.S. laws and the justice system and their valuable impact on our lives. The primary purpose of Law Day is to provide the opportunity for the public to reflect on U.S. legal heritage, the role of law in society, and the rights guaranteed under the Constitution. The booklet outlines programs for Law Day including a film festival, community forums, conversations on pluralism and identity, school-based competitions, on-air talk shows, and comparative sectional data were obtained from 102 participants across years 1 to 3 of preservice teacher education and from expert classroom managers. Longitudinal data were obtained from 147 participants who were studied across more than one occasion. The five management schema types identified include: source and controller of events; a belief in order but little knowledge about how to achieve it; commitment to obtain learning, with variability in strategy; a facilitative strategy replacing directiveness; and flexible adaptation of strategies to contexts. The study found that student teachers' development path patterns are nonlinear in direction and variable in pace. Development involved moving towards greater congruence within the schema aspects and knowledge forms, and between schema and behavior. Two case studies illustrate contrasting development path patterns. The case studies focus upon the development of teachers' management schemata and its separation from other domains, the changes in knowledge (declarative and procedural) and its organization and application, and influences on the development of the schemata. An appendix summarizes the schema types as they relate to forms of knowledge and teacher efficacy levels. (JDD)

ED 377 154   SP 035 557

Mayer, D.
Teachers' Practical Knowledge: Obtaining and Using Knowledge of Students.
PUB DATE- Jul 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Techniques; Data Collection; Elementary Education; *Elementary School Students; Foreign Countries; Higher Education; Information Sources; *Knowledge Level; Teacher Behavior; *Teacher Effectiveness; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Practical Knowledge; *Teacher Knowledge; University of Southern Queensland (Australia)

An exploratory study was conducted at the University of Southern Queensland (Australia) to document the knowledge of students held by a small number of highly effective primary school teachers and to identify the ways these teachers acquired their knowledge and used it during classroom instruction. This paper presents the findings of the investigation with one highly effective teacher who participated in the project. This teacher's knowledge of the class, student groups, and individual students was analyzed in terms of personality, interests, abilities, work habits, attributes, and behaviors. The teacher gathered knowledge about a student from parents, other students, classroom observation, working with the students, talking with her cooperative teaching partner, and reviewing formal school records. The teacher used this knowledge of students to develop students' social skills, to improve their work habits, to assist them with academic problems, and to direct their personality development. It is concluded that the teacher's teaching effectiveness might stem from the knowledge of her students, specifically the scope and depth of that knowledge, the classroom relevance, validity, integration and consistency, importance attached to knowledge of individual students, and ability to clearly articulate

Vezzuto, Lucy A.
Beyond Minimum Competence: The Appraisal of Teaching Practice. A Proposal Submitted to the Teaching Practice Committee, Universiti Brunei Darussalam Faculty of Education, Brunei Darussalam, Southeast Asia.
PUB DATE- Dec 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Check Lists; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *Grading; Higher Education; Minimum Competencies; Pass Fail Grading; *Preservice Teacher Education; Program Development; Program Implementation; Student Educational Objectives; *Student Teacher Evaluation; Student Teachers; Student Teaching; *Teacher Competencies
IDENTIFIERS- Universiti Brunei Darussalam

This proposal focuses on the grading system used for preservice student teachers in the Faculty of Education's certificate and degree programs at Universiti Brunei Darussalam. A rationale for an appraisal system with finer delineations than the existing pass-fail system is presented. This rationale is based on the beliefs that standards of quality and excellence are not rewarded in the pass-fail system, outstanding performance is not recognized nor valued, and potential employers are not provided with a useful evaluation of preservice performance. Different views of teaching which determine the content and criteria of teaching performance evaluation are discussed, focusing on teaching as labor, craft, profession, and art. Major dimensions of teacher performance that should be evaluated are identified; these include quality of content taught, success in imparting and inspiring learning, mastery of professional skills, and ethics. A five-point grading system that reaches beyond minimum competence as a standard for student teaching performance is offered. A final evaluation instrument with profiles of performance based on the objectives of the Teaching Practice Program is included. The format of the final evaluation tool is a checklist and narrative, covering preparation, teaching performance, classroom interaction, professional competencies, and classroom curriculum areas. Implementation issues are considered. (Contains 35 references.) (JDD)

ED 377 174 SP 035 613

Keith, Novella Z.
A Critical Perspective on Teacher Participation in Urban Schools: A Critique.
PUB DATE- Feb 93
NOTE- 30p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (16th, Clearwater, FL, February 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Attitudes; Collegiality; Elementary School Teachers; Elementary Secondary Education; *Leadership Responsibility; Literature Reviews; *Participative Decision Making; *School Administration; Secondary School Teachers; Teacher Attitudes; *Teacher Participation; Teacher Role; Urban Education; *Urban Schools
IDENTIFIERS- *Reform Efforts; *Teacher Empowerment

and sciences (LAS) (all from the mathematics/sciences division) full-time, senior faculty completed two instruments: Faculty Inventory Principles for Good Practice in Undergraduate Education and Institutional Inventory Principles for Good Practice in Undergraduate Education. The inventories were designed to examine individual faculty behaviors and institutional policies and practices for consistency with the Seven Principles for Good Practice in Undergraduate Education. Data were analyzed and treated for descriptive, correlational, and differential measures. Results found no statistically significant differences between the two groups of faculty. There were however, good practice variables that were associated with professional propensities in both faculty and institutional areas. TE faculty demonstrated higher levels of good practice in encouraging cooperation among students, active learning, and respect for diverse talents and ways of learning. On the other hand, LAS faculty demonstrated better practice in institutional variables of climate, curriculum, faculty, and facilities. (Contains 30 references.) (JB)

ED 377 191 SP 035 636

Craycraft, Kenneth
Recruiting Diverse Populations to the Teaching Profession: Program Models To Consider.
PUB DATE- 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College School Cooperation; College Students; Community Colleges; *Cooperative Programs; *Diversity (Institutional); Higher Education; High Schools; High School Students; Intercollegiate Cooperation; *Minority Group Teachers; Partnerships in Education; Preservice Teacher Education; Program Design; Scholarships; School Districts; State Universities; Teacher Aides; *Teacher Recruitment
IDENTIFIERS- Aldine Independent School District TX; Education Service Center Region 6 TX; *Houston Community College TX; *Sam Houston State University TX; Texas A and M University

Sam Houston State University (SHSU) (Texas) has developed several collaborative programs to recruit diverse populations to the teaching profession. SHSU and Houston Community College-Northeast Campus have collaborated to establish the Collaborative Urban Teacher Education Program in order to identify and develop minority group, community college students for teaching. Program features include recruitment from high schools, support services for students, guaranteed admissions to SHSU under certain conditions, and employment assistance. SHSU has collaborated with Aldine Independent School District (ISD) to identify high school students who are interested in teaching and who are able to become successful teachers. This program features summer and part-time employment, guaranteed employment in the Aldine district upon degree and certification completion, faculty and teacher cooperation and collaboration at SHSU, and, in the school district, campus orientation and guidance services. SHSU and Texas A & M have a collaborative agreement to develop a support program for teacher aides and other district personnel desiring to complete a university degree and secure teaching certification. Thirty percent of potential participants are minority group members. Federal funding provides scholarship monies to qualified undergraduate and graduate students. SHSU has learned several lessons through these efforts including that progress is slow and that related skill areas are presented. Each lesson begins with a teacher's guide, which gives an overview of the text, notes on vocabulary and phrases, and a number of suggested classroom techniques or procedures. The remainder of the lesson consists of a list of objectives and vocabulary, with Laotian translations, text, and three comprehension tests. Lesson topics include: the job search; how to use want-ads to find a job; filling out a job application; writing business letters; writing a resume; the job interview; Social Security and completion of the W-4 form; reading the W-2 statement; reading a paycheck; and how to use and reconcile a checking account. Answer keys for the tests and a bilingual English-Laotian glossary are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 376 748 FL 800 835

Thuy, Vuong G.
10 Lessons of Pre-Employment Skills for ESL Students with a Bilingual English-Vietnamese Glossary and a Teacher's Guide.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Jun 93
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adults; Advertising; Banking; *Business Communication; *English (Second Language); Glossaries; Interviews; Job Application; *Job Search Methods; Language Tests; Letters (Correspondence); *Limited English Speaking; Money Management; Newspapers; Records (Forms); Resumes (Personal); Salaries; Second Language Instruction; Student Evaluation; Uncommonly Taught Languages; *Vietnamese; Vocabulary Development; *Vocational English (Second Language); Wages
IDENTIFIERS- Checking Accounts; Social Security; Want Ads

In response to the need for instructional materials to help limited-English-proficient Vietnamese-speaking adults become self-sufficient in American society, ten lessons in job search and related skill areas are presented. Each lesson begins with a teacher's guide, which gives an overview of the text, notes on vocabulary and phrases, and a number of suggested classroom techniques or procedures. The remainder of the lesson consists of a list of objectives and vocabulary, with Vietnamese translations, text, and three comprehension tests. Lesson topics include: the job search; how to use want-ads to find a job; filling out a job application; writing business letters; writing a resume; the job interview; Social Security and completion of the W-4 form; reading the W-2 statement; reading a paycheck; and how to use and reconcile a checking account. Answer keys for the tests and a bilingual English-Vietnamese glossary are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 376 749 FL 800 836

Herrell, Adrienne; And Others
Hmong Adult Literacy Project. Final Report.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.

Responding graduates indicated that they were generally satisfied with their educational experiences and with the programs and services provided by the college. Graduates reported that the school fostered personal growth in cognitive and affective areas and that their VWC experiences had adequately prepared them for continued educational pursuits and/or employment. Areas of concern that emerged from the survey included students' experiences in student activities and their preparation in computers, responsibilities of citizenship, application of scientific principles and methods, and applied mathematics. Various college services such as registration process, library services, and cost of attending, also received less favorable evaluations from the graduates. Includes nine tables. (JB)

ED 376 766 HE 027 903

Thaller, Eva A.
Career Perceptions of College Art Students: A Qualitative Case Study.
PUB DATE- Nov 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Art Teachers; Career Counseling; Career Guidance; *Career Planning; College Faculty; *College Students; Education Work Relationship; Graduate Study; Higher Education; Qualitative Research; *Student Attitudes; *Studio Art

This qualitative study examined how college students majoring in Studio Art perceived their undergraduate educational experiences and the impact of this education on their post-college plans. Data were gathered through written questionnaires completed by 22 students, in-depth interviews with 6 students, and on-site participant observation. Findings included the following: (1) respondents seemed very dedicated to art and creating art was the primary focus of their educational experience; (2) most did not take any job-related courses; (3) female students were less committed to continuing art, had less confidence in their art career skills, and had more diverse and demanding interest outside art; (4) most were pleased with their art courses; (5) most students were expecting to have a very difficult time after graduation and expected to support themselves primarily in low-paying, "menial jobs"; (6) students tended to rely on art faculty for individual career guidance; (7) many students were planning to attend graduate school in art; and (8) none of the students had used the college's career services center. (Contains 22 references.) (JB)

ED 376 767 HE 027 904

Adelman, Clifford
Lessons of a Generation: Education and Work in the Lives of the High School Class of 1972.
PUB DATE- 94
NOTE- 309p.; Earlier versions of Chapters 2, 3, 4, and 5 were published as monographs by the U.S. Department of Education between December 1990 and October 1992. See ED 338 532, ED 327 112, ED 338 269 and ED 349 852.
LANGUAGE- English

multiple variables; and (7) the most common primary operational definition of developmental education programming was a remedial one though developmental definitions were also common. Appendixes contain the survey and its cover letter. (JB)

ED 376 785 HE 027 924

A Factual Look at Higher Education in Nebraska Including Fall Headcount Enrollment, Freshmen Residence, Degrees Awarded, Institutional Finance, and Faculty Salaries. A Report on Public & Independent Colleges and Universities and Private Career Schools in Nebraska.
PUB DATE- Dec 93
NOTE- 501p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Bachelors Degrees; College Faculty; College Freshmen; Doctoral Degrees; Educational Finance; Enrollment; *Higher Education; Masters Degrees; Private Colleges; Proprietary Schools; *School Statistics; State Colleges; State Universities; Statistical Analysis; Tables (Data); Teacher Salaries; Trend Analysis
IDENTIFIERS- Integrated Postsecondary Education Data System; *Nebraska

Based on information from the Integrated Postsecondary Education Data System, this report provides data and reports analytical findings on postsecondary education in Nebraska concerning enrollment, degrees awarded, institutional finance, and faculty salaries. Findings included: (1) total headcount enrollment in all state institutions in 1992 was 125,179 students, an increase of 1.8 percent from 1991; (2) 57 percent of total headcount enrollment was for full-time students; (3) each postsecondary education sector had more females than males enrolled and minority enrollment is 7 percent; (4) for all public institutions the number of first-time enrolled freshmen with Nebraska residence exceeded the number of non-Nebraskans and 37 percent of first-time enrolled freshmen in the state were enrolled in the University of Nebraska system; (5) over the 3 years since 1989-90 the number of degrees granted increased an average of 4.5 percent each year with the relative percentage of degrees granted remaining stable; (6) private career schools produced 20 percent of Nebraska's total postsecondary completions but had under 10 percent of the total headcount; (7) state appropriations for public institutions have increased at an average annual rate of 13 percent; and (8) state appropriations were 34 percent of public institutions' total revenue. Appendices make up the bulk of the document and consists entirely of tables provding detail on headcount enrollment, degrees awarded, institutional finance, and faculty salaries. (JB)

ED 376 786 HE 027 925

Handbook of Accreditation 1994-96.
PUB DATE- Sep 94
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Accreditation (Institutions);

DESCRIPTORS- Adult Learning; Case Studies; Continuing Education; Evaluation Methods; Financial Support; Futures (of Society); Guidelines; Higher Education; *Industrial Training; *Instructional Design; *Job Skills; Legal Responsibility; Postsecondary Education; *Professional Continuing Education; *Technical Education; Technological Advancement; *Training Methods
IDENTIFIERS- American Society for Training and Development

This handbook is intended to serve as a hands-on reference for technical trainers, many of whom are resident experts in corporations who have been recruited from within the organization rather than individuals with training background. It contains 23 chapters by experts in the field: (1) The History of Technical Training (Richard A. Swanson and Richard J. Torraco); (2) Managing the Technical Training Function (Anthony Nathan, Dave Santi, and Bill Chisholm); (3) The Technical Training Function: Growth of Technical Training Professionalism (Patricia Chance); (4) Selecting and Supporting the Technical Trainer (Linda J. Segall); (5) Financing the Technical Training Function (Daniel E. Treinen and Charles D. Douglas); (6) Liability and the Technical Trainer (John Sample); (7) The Adult Learner in the Technical Environment (Malcolm S. Knowles and David E. Hartl); (8) Instructional Design Basics (Mary Gail Beibel); (9) Assessment of the Options (W. J. Mallory and J. R. Steele); (10) Individualized Instructional Approaches (Angus Reynolds); (11) Group Training Methods (Detailed) (Kim Ruyle); (12) Technical Training Facilities and Equipment (Eileen West); (13) Technology Learning Laboratories (Aaron Agrawal); (14) Using Evaluation to Improve the Quality of Technical Training (Robert O. Brinkerhoff); (15) Skilled Trades Program (David C. Paquin); (16) Anatomy of a Training Program: A Start-to-Finish Look (Joseph C. Mancuso); (17) Installation of Total Quality Management in a High-Tech Environment: The Plant 16 Experience (Michael A. Sullivan); (18) An International Perspective of Technical and Skills Training: The Singapore Experience (John Ewing-Chow); (19) Anatomy of a Technical Training In-Service Training Day: Saudi Aramco Style (Ali M. Dialdin); (20) Colleges, Universities, and Vocational and Technical Institutes (Robert G. Sheets); (21) Technical and Skills Training Suppliers (Tom Doyle, Anne Mansfield, and Darlene Van Tiem); (22) Trends in Technical Jobs, Skills, and Training (Eileen S. Carnevale); (23) Glossary of Technical Terms (William A. Sugar and Thomas M. Schwen). The publisher anticipates that this handbook will be supplemented yearly. (DGM)

ED 376 805 IR 016 909

S. 2195. The National Public Telecommunications Infrastructure Act of 1994, Hearing before the Subcommittee on Communications of the Committee on Commerce, Science, and Transportation. United States Senate, One Hundred Third Congress, Second Session.
PUB DATE- 22 Jun 94
NOTE- 66p.; Legibility varies depending on print size.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Education; *Federal Legislation; *Federal Regulation; Hearings; *Information Services; Libraries; *Public Service; *Telecommunications
IDENTIFIERS- Charitable Organizations; Congress 103rd; Cultural Organizations; Educational Information; *Information Superhighway; Proposed Legislation; Public Interest Groups

Information Dissemination; Information Management; Information Processing; Information Retrieval; *Public Agencies; Public Policy; *Standards
IDENTIFIERS- *Government Information Locator Service; Internet; Inventory Systems; National Information Policy

The Government Information Locator Service (GILS) is a response to the need of users to be able to identify, locate, and access or acquire publicly available federal information resources. GILS uses ANSI/NISO Z39.50, the American National Standard for information retrieval, and other relevant standards to support the deployment of agency-based, network accessible locators. The third in a series of projects conducted by study teams at Syracuse University on federal locator systems, the current project produced: (1) an application profile for the use of Z39.50 in GILS; (2) a background document describing design decisions and assumptions of the project team and used to inform stakeholders and build consensus; (3) three reports describing technical and policy issues of concern to the GILS initiative; and (4) this final report, which details the project's activities, identifies remaining issues for future GILS activities, and recommends a series of next steps. The completion of this project has laid the technical groundwork for GILS implementations and identified two important next steps to move the GILS initiative forward: establishing an interoperability testbed for demonstrating interoperable GILS products; and continuing to stimulate the market for GILS products and services and encouraging federal agencies to implement GILS locators. The project also developed a list of recommendations that address both short-term requirements of GILS and its long-term viability. It is noted that, although the technical groundwork has been laid and a government-wide policy framework is being developed, future emphasis on GILS development will need to shift to individual agencies. Additional information related to the project is provided in 17 attachments. (BBM)

ED 376 825 IR 055 284

Scherdin, Mary Jane, Ed.
Discovering Librarians: Profiles of a Profession.
PUB DATE- 94
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Career Choice; *Information Scientists; Interest Inventories; *Librarians; *Personality Measures; Personality Traits; Professional Development; *Profiles; *Recruitment; Vocational Education
IDENTIFIERS- *Myers Briggs Type Indicator; Strong Campbell Interest Inventory

The studies of the librarian's profession included in this book focus on recruitment of versatile, creative, and intelligent people to the profession. The book has four sections, each containing relevant papers. Section 1 presents an overview and recent studies of vocational inventories. Section 2 describes a national study on updating the vocational profiles of library and information professionals. Section 3 presents additional information about librarians and the Myers-Briggs Type Inventory, and Section 4 explores the future of the profession. Individual papers are as follows: (1) "Marian the Librarian--The Truth behind the Image" (Deborah J. Grimes); (2) "Librarians and Information Professionals: How Do We Resemble Each Other?" (Mary Jane Scherdin); (3) "SIGI PLUS: A Case Study

Pulitzer Prize-winning author and noted conservationist and farmer. This research paper traces the development of the collection from its origins as a part of Bromfield's personal working library to its place in what at one time was to be the premier ecological information center in the world, and ultimately, to its current status as a closed-reference library for farmers, students, and other individuals interested in sustainable agriculture. Bromfield practiced what today is considered sustainable agriculture. Sustainable agriculture combines traditional conservation-minded farming techniques with modern technologies and includes such practices as rotating and diversifying crops, building up the soil, and when possible, controlling pests naturally. Economic, social, and environmental concerns have increased the need and demand for alternative methods of agriculture and consequently, the demand for information and education about the topic has increased. The Louis Bromfield Sustainable Agriculture now serves to meet this growing demand. (Contains 140 endnotes.) (Author)

ED 376 845 IR 055 319

Seiler, Jeffrey John
Assessing the Impact of Personal Computers on Informational Services in the Public Libraries of the Cleveland Public Library Consortium.
PUB DATE- Aug 94
NOTE- 39p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Governing Boards; Librarians; Library Expenditures; Library Policy; *Library Services; *Library Surveys; *Microcomputers; On the Job Training; *Public Libraries; Questionnaires; *Users (Information)
IDENTIFIERS- Cleveland Public Library OH

In order to identify other libraries' policies regarding public access to personal computers, the Hudson Library and Historical Society sent a survey to the reference and/or informational services librarians in the 18 public libraries of the Cleveland (Ohio) Public Library Consortium. The purpose of the 32-item questionnaire was to determine if patrons were interested in using computers. The Hudson Library wanted to be able to justify the cost of computer hardware, software, and trained personnel to the Library's Board of Trustees. Seventeen out of the 18 libraries responded to the survey, a 94% response rate. Eighty-eight percent of the libraries responded that public access to personal computers was a service goal of their libraries, but only 80% of the libraries responded that they provided training for patrons who wanted to use the computers. Most of the libraries did not provide computer training for staff either; 70% of the people responsible for computer services taught themselves how to use the computers. The majority of the libraries had written policies for computer usage. Most of the librarians surveyed agreed that providing computer services to patrons was worthwhile even though they were struggling to find the time to be able to assist the patrons in using the computers. A copy of the survey questionnaire is included with the document. (Contains 5 references.) (DGM)

ED 376 846 IR 055 321

Marchant, Maurice P.

summarizes the recommendations of the Generic Skills Subcommittee. Finally, part VI offers concluding comments on the process of developing a general education curriculum. (MAB)

ED 376 864 JC 940 584

Slotnick, Sandra; And Others
CIRP (Cooperative Institutional Research Program) Freshman Survey Report. Fall 1992.
PUB DATE- May 93
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Freshmen; Community Colleges; Comparative Analysis; *Educational Background; Longitudinal Studies; National Surveys; School Surveys; *Student Attitudes; *Student Behavior; *Student Characteristics; *Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *Cooperative Institutional Research Program; Pennsylvania College of Technology

The Cooperative Institutional Research Program (CIRP) is a nationwide project to gather data on incoming freshman classes at two- and four-year institutions and compare them to previous classes. This report presents findings from the fall 1992 CIRP survey for the Pennsylvania College of Technology (Penn College) and the 403 other colleges participating in the 1992 project. The first section provides an introduction to the CIRP, an overview of Penn College response rates, and a comparative analysis of findings for the college and the entire CIRP sample. This section includes the following information: (1) 61% of Penn College freshmen came from families earning less than $40,000 a year, compared to 49% nationwide; (2) 6% of the Penn freshmen were learning disabled, higher than the 2% for the entire sample; (3) freshmen in non-technical fields were more likely to spend time studying, participating in student clubs, and doing volunteer work, while technical students were more likely to exercise, drink beer, or socialize with friends; and (4) Penn College freshmen were less prepared than the national norm with respect to foreign languages, English, and computer science. Section II presents detailed data tables of CIRP findings for Penn College for 1989, 1990, and 1992, findings for the entire 1992 sample by two- or four-year institution, as well as comparative data on 1992 Penn College freshmen by academic division. Finally, section III includes a history of the CIRP, a Higher Education Research Institute newsletter discussing 1992 findings, and the survey instrument. (KP)

ED 376 865 JC 940 585

Slotnick, Sandra; And Others
Graduate Survey Report, 1991-1992. Office of Strategic Planning & Research.
PUB DATE- Jun 93
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Education Work Relationship; Followup Studies; Graduate Surveys; Higher Education; *Job Satisfaction;

IDENTIFIERS- *Chicanos; Evergreen Valley College CA; Hispanic American Students; *Latinos; San Jose City College CA

The mission of the ENLACE Program at Evergreen Valley College and San Jose City College is to increase the educational success, retention, and transfer rates of Chicano/Latino students. Now in its tenth year, ENLACE is an academic program emphasizing the successful completion of the cognitive core areas of general/transfer education. The program currently serves over 150 students per semester through a model combining instruction, counseling, and mentoring. The model has shown significant results and promises even greater success. In spring 1993, ENLACE sections were offered of ENGL 330 (two levels below Transfer Composition); ENGL 104 (one level below Transfer Composition); ENGL 1A (Transfer Composition); MATH 12 (Algebra); and NATURAL SCIENCE 10A. Students in the ENLACE sections were compared to all other Chicano/Latino students and all other students enrolled in the same courses. Study findings included the following: (1) the 180 ENLACE students had a 66% overall success rate compared to 54% for the 464 other Chicano/Latino students in the same courses and 58% for all other non-ENLACE students in the same courses; (2) ENLACE ENGL 1A students had a success rate of 71%, compared to a 54% success rate for all other Chicano/Latino students in ENGL 1A and a 62% success rate for all ENGL 1A students; (3) students in two ENLACE ENGL 104 classes had a combined success rate of 72% compared to 68% for other Chicano/Latino students in ENGL 104 and an overall 66% success rate for all ENGL 104 students; (4) ENLACE students' success rates were also higher than non-ENLACE Latino/Chicano students in MATH 12 and NATURAL SCIENCE 10A. These results support the kinds of interventions that are being used in the program. (KP)

ED 376 882   JC 940 654

Kangas, Jon
AFFIRM Success Rates Compared to Success Rates of Other African-American Students in the Same Courses, Spring 1993. Research Report #723.
PUB DATE- Feb 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Community Colleges; Comparative Analysis; Counseling Services; *Developmental Studies Programs; Mentors; Persistence; Remedial Programs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *African Americans; Evergreen Valley College CA

Project AFFIRM (African-American First Investment Return Module) was established in the San Jose/Evergreen Community College District in California in fall 1989 to provide academic and personal support to increase the graduation and transfer rates of African-American students. Project AFFIRM seeks to build the self-esteem of African-American students and prepare them for college transfer and or graduation with an associate degree through a variety of specialized learning strategies and supportive services (e.g., counseling, tutoring, mentoring, economic literacy and self-esteem workshops, and scholarships and loans). In spring 1993, Project AFFIRM offered seven classes: English 1A (English Composition); English 104 (Fundamentals of Composition); English 330 (Improvement of Writing; Chemistry 15 (Fundamentals of Chemistry); Guidance 95 (College Study Techniques); Mathematics 12 (Algebra I); and Communication Students 45 (Small Group Communications). The respondents included nurse (31%), secretary (10.3%), sales clerk (5.7%), and business manager (4.6%); (4) the average annual salary earned by 1992-93 graduates was $20,074, and the median salary was $21,000; (5) 44.8% of the graduates earned between $20,000 and $30,000 per year; (6) females reported higher mean and median salaries than males, and minorities reported higher mean and median salaries than white respondents; (7) older students generally earned more than younger students; (8) almost 89% of the respondents believed that PVCC provided excellent (38.6%) or good (51.8%) academic preparation for jobs; (9) almost all survey respondents felt they were academically better prepared (32.9%) or equally prepared (64.7%) in comparison to other employees within the same career fields; (10) over 40% were continuing their education at four-year colleges or universities; and (11) the most popular fields of study at four-year institutions were business administration, English, history, biology, civil engineering, computer science, education, human development, and social work. The survey instrument is appended. (KP)

ED 376 900 JC 950 006

Bers, Trudy H., Ed.; Mittler, Mary L., Ed.
Assessment and Testing: Myths and Realities. New Directions for Community Colleges, Number 88, Winter 1994.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; *Evaluation Criteria; *Evaluation Methods; Evaluation Research; *Institutional Evaluation; Organizational Effectiveness; Policy Formation; *Self Evaluation (Groups); Two Year Colleges; Two Year College Students

Dealing with issues related to the assessment of community college accountability, effectiveness, efficiency, productivity, student outcomes, and quality improvement, this volume examines the practical considerations of assessment from the perspectives of state-level coordinating boards, accreditation agencies, college presidents, and institutional administrators. The following articles are included: (1) "Assessment from the State Perspective," by Virginia K. McMillan; (2) "Latent and Leveraged Benefits of Assessment: Expanding the Value of Assessment Information," by Stephen D. Spangehl; (3) "Assessment from a National Perspective: Where Are We, Really?" by Jeffrey A. Seybert; (4) "Assessment and Transfer: Unexamined Complexities," by Mary L. Mittler and Trudy H. Bers; (5) "Assessment from the President's Perspective," by Richard Fonte; (6) "Obtaining Student Cooperation for Assessment," by Betty Duvall; (7) "Assessment and Diversity: Outcome and Climate Measurements," by Scott P. Kerlin and Patricia B. Britz; (8) "Qualitative Assessment: An Institutional Reality Check," by Mary L. Mittler and Trudy H. Bers; (9) "A Critical Review of Student Assessment Options," by Joseph Prus and Reid Johnson; and (10) "Sources and Information: Assessment and the Community College," by Elizabeth Foote. (MAB)

ED 376 901 JC 950 007

Objectives; Pregnancy; Prevention; Program Descriptions; Youth Employment; *Youth Problems
IDENTIFIERS- *Case Management; *Connecticut (Bridgeport)

This report outlines the Bridgeport Futures Initiative, a collaborative project undertaken in 1990 by health, education, and social service organizations in Bridgeport, Connecticut, to improve the lives and educational outcomes of children and youth. The report discusses the origins of the initiative, as well as the cross-systems co-location case management model used to provide education, health, and human services to families in need. It also discusses the Strategic Intervention for High Risk Youth program, which is designed to provide prevention and intervention programs for young adolescents at risk of involvement with drugs and drug-related crime. The report includes a copy of the first annual "Bridgeport Report Card on the State of Our Children," which presents: (1) a demographic profile of children in Bridgeport and patterns of service utilization; (2) information on child and youth substance abuse, teenage pregnancy and health, education, and youth employment; and (3) the goals of the Bridgeport Oversight Collaborative to improve the lives of children and youth. (Contains 38 references.) (MDM)

ED 376 919 PS 022 195

A New Beginning: A Blueprint for a Career Development and Training Plan for Maryland's Child Care Professionals.
PUB DATE- 93
NOTE- 43p.; Photographs may not copy clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Qualifications; *Child Caregivers; *Day Care; Early Childhood Education; Family Day Care; *Job Training; Postsecondary Education; Professional Development; *Professional Recognition; *Program Development; Program Implementation; State Curriculum Guides; *State Programs; State Standards; Training Methods
IDENTIFIERS- Maryland

This report describes the activities of the Maryland Clearinghouse Training Advisory Committee (CTAC) in developing a statewide training plan for child care providers (called the Core of Knowledge Training Program) and presents the main ideas of the plan itself. The CTAC was created in 1992 to draft a comprehensive plan for training, education, and career development for the child care community. The committee sought to address barriers to professionalism in the field, such as low pay, poor benefits, and low status by emphasizing recognition, certification, and licensing of child care providers. The CTAC developed the Core of Knowledge Training Program to provide a continuum of teaching and learning at three levels. Each level would: (1) require a specific number of hours of training; (2) cover specific topics related to early childhood development, education, and administration; and (3) require specific levels of training and experience to advance to the next level. Recommendations for the implementation of the Core Knowledge Training Program are included. Three appendices list the members of the CTAC, suggest career path options for child caregivers, and provide guidelines for qualifications of child care administration staff. (MDM)

ED 376 920 PS 022 239

IDENTIFIERS- *Family Education; Family Responsibility; Family Strengths; Family Support; *United Nations Intl Year of the Family 1994

The United Nations General Assembly has proclaimed 1994 as International Year of the Family with the theme, "Family: Resources and Responsibilities in a Changing World." Objectives for the year include increasing awareness of family issues among governments and the private sector, highlighting the importance of families, increasing understanding of their problems, promoting knowledge of the economic and social processes affecting families, and focusing attention upon the rights and responsibilities of all family members. This document presents the following materials for schools to celebrate the year of the family: (1) suggestions for how schools can plan to be involved in The Year of the Family; (2) Year of the Family logos; (3) a proclamation form from the state superintendent; (4) a quiz to test the knowledge about issues facing the American family; (5) ideas for teaching children about different cultures; (6) a worksheet on family issues and concerns; (7) suggestions for creating hunger awareness; (8) tips for creating a family history; (9) parenting principles to teach about using money wisely; (10) some do's and don'ts for grandparents; and (11) a reference list on global awareness, family communication, peace education, and grandparenting. (WP)

ED 376 938 PS 022 675

Minnesota Study on Race/Ethnicity in Child Care.
PUB DATE- Dec 93
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Affirmative Action; American Indians; Asian Americans; Blacks; *Child Caregivers; Children; *Cultural Awareness; Cultural Differences; *Day Care Centers; Early Childhood Education; Hispanic Americans; *Multicultural Education; *Population Trends; Preschool Teachers; Public Policy; *Racial Balance; Racial Differences; State Surveys; Whites
IDENTIFIERS- *Minnesota

This study discusses the racial and ethnic composition of Minnesota's children and child care providers, focusing on the need for more multi-ethnic, culturally-appropriate programming for the increasing number of children of color in the state. A 1992 survey of 1,003 day care centers and 35 Head Start programs found disparities between numbers of staff of color and European-American caregivers. Center staff of color were more likely to hold lower level positions in centers than European-Americans. Among the nine recommendations intended to have an impact on the cultural appropriateness of the child care system in Minnesota were the following: (1) recruitment of child care providers of color; (2) multicultural training for all providers; (3) professional development opportunities for child care providers of color; (4) implementation of strategies for overcoming barriers to people of color entering the child care field; (5) collection of information on the informal system of child care; (6) promotion of collaboration among new and existing diversity efforts; (7) increasing financial subsidies to families to improve access to care; (8) continuing to track racial/ethnic data on children in child care and child caregivers; and (9) working with public and private funders to support statewide and local efforts focusing on cultural

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- Adults; *Cartoons; Child Behavior; Childhood Interests; Childhood Needs; Children; *Childrens Television; Early Childhood Education; Foreign Countries; *Play; *Pretend Play; *Responses
IDENTIFIERS- Adult Child Relationship; Australia; Play Style; *Superheroes; *Superhero Play

This resource booklet addresses adults' concerns about developing appropriate responses to "superhero play" among young children. In order for adults to successfully change patterns of superhero play, it is suggested that they first become familiar with superhero programs and understand the basis of their appeal. The issue discusses superheroes and the culture of childhood, examines children's fascination with superhero cartoons and play, and looks at the nature of children's play as it relates to television superhero cartoons. Why children play superheroes, and the benefits they derive from this type of play, are also discussed. Some common factors of superhero play are identified, including who is involved, where and when this type of play occurs, and what the characteristics are of this type of play. The last section looks at the three basic modes of adult response to superhero play (banning, replacement, and extension), and recommends the strategy of "playscript replacement." Using this strategy, adults teach and encourage alternative activities that meet the same needs as superhero play in ways that children find attractive. The issue also contains a checklist of adult concerns and a number of forms for adults to record their observations of superhero programs and play. Contains nine references. (AS)

ED 376 959 PS 022 769

Report and Recommendations of the President's Ad Hoc Committee on Child Care.
PUB DATE- Jan 90
NOTE- 152p.; The survey instrument contains broken type.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Surveys; *Day Care; *Day Care Centers; *Day Care Effects; Employed Women; Employer Supported Day Care; Laboratory Schools; *Needs Assessment; Outcomes of Education; Preschool Education; Sick Child Care
IDENTIFIERS- *Child Care Needs; *Texas (Austin)

The result of a community assessment of child care needs, this report presents the conclusions and recommendations made by the President's Ad Hoc Committee on Child Care at the University of Texas at Austin. This committee, composed of faculty, staff, and students, was appointed to conduct a comprehensive examination of the child care needs and requirements of the University community. The Committee conducted public hearings, interviewed groups and individuals with expertise on child care issues, reviewed a broad body of relevant literature, made site visits to other institutions and businesses, reviewed the child care and family programming activities of other institutions of higher education, and conducted a massive written survey of the University community's child care concerns and needs. These efforts are reported in chapter 1 of the report. In chapter 2, the issues under consideration are defined in the context of

Noting the importance of agriculture in a developing nation, this manual provides primary school teachers with ideas for lessons and activities that can be taught in the school garden setting to improve students' application of skills acquired in class. The guide provides examples of specific lesson plans in science, math, social studies, and English language. It includes lessons for three terms adapted to crops viable for each of those seasons. It covers planning, site selection, soil science, planting and cultivation, harvesting, preserving, and marketing. The first part of the guide presents six class syllabi, including main ideas, specific topics and related activities for each class stage. Activities include finding examples of specific plants in the village or at the market, learning about tools, and experimenting with growing conditions. The second part of the guide offers guidelines for planning and developing the curriculum and discipline for teaching in the garden. The third part includes several sample lesson plans with illustrations. A glossary of words frequently used in gardening is provided. (AP)

ED 376 976 PS 022 824

Focus on Health and Safety in Child Care: MCH Program Interchange.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Jan 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Child Health; *Day Care; Early Childhood Education; Epidemiology; Family Day Care; Family Health; Financial Support; Infants; Injuries; Nutrition; Policy Formation; Prevention; *Safety; *Sick Child Care; Standards; *Training; Young Children
IDENTIFIERS- *Child Safety; Special Needs Children

The Maternal Child Health Program Interchange series is intended to promote the cooperative exchange of information about program ideas, activities, and materials. This issue of the Interchange provides information about selected materials and publications related to the health and safety of infants and young children in child care settings. The issue consists of annotations of selected materials on the following topics: general health and safety, training materials, children with special health needs, standards and licensing, and policy formation and funding. The training materials cover general concerns, family child care, infection control, nutrition and oral health, and injury prevention. An order form for selected materials is included. (AP)

ED 376 977 PS 022 832

Karns, Michelle; And Others
How To Create Positive Relationships with Students: A Handbook of Group Activities and Teaching Strategies.
PUB DATE- 94
NOTE- 164p.; An earlier version of this book was published by National Training Associates in 1993, under the title, "The Trick Bag: A Handbook for Anyone Reaching Out to Kids."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

2 overviews various philosophies and their influence on environmental behavior, including naturalism, idealism, realism, neo-Thomism, pragmatism, existentialism, and humanism. This chapter also provides examples of environmental issues and possible responses to those issues based upon different views of reality. Chapter 3 addresses the process through which attitudes and behavior evolve. Chapter 4 addresses instructional delivery and testing in a hunter education program, and discusses purposes, goals, and objectives; content of program; needed materials; organizational structure of the class; adequate facilities for program delivery; and competency of the instructor. Chapter 5 addresses ethical instruction as a process of developing responsible behavior. Chapter 6 describes the environmental insight of Native Americans and how their lifestyles integrated, rather than conflicted, with the natural order of nature. This chapter also addresses the consequences of unlimited growth at the expense of the environment. Each chapter contains suggestions for review and references. (LP)

ED 376 995 RC 019 852

Crume, Charles T., Jr.; Lang, Mac
A Study of Kentucky Volunteer Hunter Education Instructor Perceptions: Positive and Negative Motivators.
PUB DATE- Jun 90
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Incentives; *Motivation; Outdoor Education; *Participation; *Safety Education; Surveys; *Teacher Attitudes; Teaching Methods; Voluntary Agencies; *Volunteers
IDENTIFIERS- *Hunter Safety; Hunting; *Kentucky Hunter Education Association

A survey examined perceptions of volunteer service among 260 volunteer instructors in the Kentucky Hunter Education Association, a nonprofit organization that provides educational programs to hunters on safety, accident prevention, and sportsmanship. Volunteer instructors completed a survey pertaining to negative and positive motivators for program participation, instructional preferences, and service items. Results indicate that primary motivators for volunteering included helping others, helping to prevent hunting accidents, and helping to insure the future of hunting. Associations with the organization, hunter training officers, and other instructors were also considered strong motivators. Material rewards such as cards, patches, hats, and jackets were perceived as being the least important of motivators. Lack of equipment and personal liability were the two greatest concerns of volunteer instructors. Additionally, lack of training generated moderate concern as did lack of communications with hunter training officers and the association. Most volunteers preferred practical instruction and field work to the classroom. Also noted was an evolution among volunteer instructors toward greater acceptance of responsibility as years of service and experience increased. Includes recommendations for future program development, survey questions, and respondents' comments. (LP)

ED 376 996 RC 019 854

Conway, George E.
Small Scale and School Culture: The Experience of Private

instruments have demonstrated statistical reliability and construct validity. Included are program objectives and questionnaire subscales, and constructs. Contains 18 references. (SV)

ED 377 013 RC 019 889

Conner, Marcia L.
Attention Deficit Disorder in Children and Adults: Strategies for Experiential Educators.
PUB DATE- Nov 94
NOTE- 7p.; In: Experiential Education: A Critical Resource for the 21st Century. Proceedings Manual of the Annual International Conference of the Association for Experiential Education (22nd, Austin, TX, November 3-6, 1994); see RC 019 884.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Deficit Disorders; *Coping; *Daily Living Skills; Experiential Learning; *Outdoor Education; Self Esteem; Teacher Student Relationship; *Teaching Methods

Current research suggests that 5 percent of American children are affected by attention deficit disorder (ADD) and as many as 70 percent of them do not grow out of it in adolescence or adulthood. This paper aims to help outdoor and experiential educators understand how a person with ADD thinks and feels, and offers strategies for positively impacting behavior and social and emotional growth of students with ADD. Most people with ADD wrestle with self-esteem issues as a result of years of disapproval or ridicule from parents, teachers, and peers. By teaching survival skills, outdoor teachers can build student self-esteem based on accomplishment and a sense of independence. Praise is also important, but it should be awarded only to the extraordinary and to the things the student is proud of. Success for ADD kids depends upon having a clear mental picture of what excellence looks like. The outdoor leader must set the stage for successful activities by first having one person demonstrate and then leading a mini-debriefing that highlights goals and success factors. Other strategies for educators include avoiding timed activities and evaluations, challenging ADD students by giving extra assignments that require attention to detail, being aware of the ability of ADD persons to focus their attention totally (a trademark of ADD known as "hyperfocus"), and providing graceful transitions between activities. Additional resources on ADD are included. (SV)

ED 377 014 RC 019 890

Schimelpfenig, Tod
Risk Management for Wilderness Programs.
PUB DATE- Nov 94
NOTE- 6p.; In: Experiential Education: A Critical Resource for the 21st Century. Proceedings Manual of the Annual International Conference of the Association for Experiential Education (22nd, Austin, TX, November 3-6, 1994); see RC 019 884.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

conversation and sense-making is proposed. (Author/ZWH)

ED 377 032 SE 054 065

Morrison, Donald M.; And Others
Sense-Making Conversations and Student Epistemologies.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Nov 94
NOTE- 12p.; Revised version of a paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). For a related paper, see ED 364 921.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Educational Research; Elementary Secondary Education; Science Education; *Scientific Concepts; Toys
IDENTIFIERS- *Conversation; *Sense Making Approach

Scientific sense-making is a process in which theory and evidence are brought into coordination. This paper reports on research undertaken as part of a larger National Science Foundation funded study on the conditions that support scientific sense-making in schools. It describes how students with access to a range of epistemologies contribute in different ways to a conversation about a toy called a Magic Eight Ball. The investigators assert that conversations of this type may provide critical learning opportunities for students who are developing new ways of thinking about what it means to know something, and what it means to do science. This discussion is intended for use by teachers and science educators who wish to give scientific sense-making a more prominent role in the classroom than it presently enjoys. (ZWH)

ED 377 033 SE 054 361

Javna, John
50 Simple Things Kids Can Do To Recycle. California Edition.
PUB DATE- 93
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Elementary Secondary Education; *Enrichment Activities; *Environmental Education; *Recycling; Solid Wastes; Waste Disposal
IDENTIFIERS- *California

This book provides 50 recycling ideas for children and features Recycle Rex, the state of California's "spokesdinosaur" for recycling. An introduction contains recycling background information on waste disposal options and reducing, reusing, and recycling. Recycling suggestions are divided into nine sections: (1) "Learn What You Can Recycle" reviews the most common recyclables, what they are, and how they can be recycled; (2) "Recycle at Home" outlines five simple steps for home recycling; (3) "Reuse Things Around Your Home" offers five suggestions; (4) "Pass It On" discusses three ideas for giving things away as a recycling option; (5) "Be a Smart Shopper" reviews five questions that shoppers can ask themselves in an effort to recycle; (6) "Recycle in Your Own Backyard" provides information on composting food and yard waste; (7) "Bring Recycling to School" contains seven suggestions for recycling

NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Arithmetic; Calculators; Computers; *Fractions; *Geometry; Graphs; *Homework; Intermediate Grades; *Mathematics Instruction; Measurement; Monetary Systems; Number Systems; *Parent Participation; Probability; Reference Materials; Statistics

This book is written to answer commonly asked homework questions of fourth, fifth, and sixth graders. Included are facts, charts, definitions, explanations, examples, and illustrations. Topics include ancient number systems; decimal system; math symbols; addition; subtraction; multiplication; division; fractions; estimation; averages; properties; story problems; measurement of length, weight, perimeter, area, volume, temperature, and time; geometric shapes; symmetry; congruence; money; graphs; statistics; probability; computers; and calculators. (MKR)

ED 377 056 SE 055 430

Arena, Carolyn B.
Academic Research Instruments and Instrumentation Needs: 1992.
PUB DATE- Sep 94
NOTE- 64p.; In electronic mail requests, include NSF publication number and title, number of copies, your name, and a complete mailing address.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Instrumentation; Needs Assessment; Research; *Science Education; *Science Equipment; Science Laboratories; *Supply and Demand

For several decades there has been a general concern that the level of research funding for academic instrumentation was not sufficient to keep pace with the requirements of cutting edge research. To develop the factual trend data necessary to understand the depth of the problems in academia and thus provide an adequate response to these concerns, Congress directed the National Science Foundation to collect data that would aid in an accurate assessment of the aforementioned concern. The National Survey of Academic Research Instruments and Instrumentation Needs (Instrument Survey) was developed to collect data concerning scientific research instruments and the academic departments and facilities in which they are located in the fields of agricultural, biological, computer, environmental, and physical science and engineering. A panel of 55 colleges and universities and 24 medical schools which account for 90 percent of expenditures for academic research and development in science and engineering were surveyed. This document covers data gathered for 1992. (ZWH)

ED 377 057 SE 055 437

Dossey, John A.; And Others
How School Mathematics Functions: Perspectives from the NAEP 1990 and 1992 Assessments.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 94

relates to production of food, clothing, and other products; (7) how preservation of clean water can rely on good soil practices; and (8) why wise land use planning is necessary. The teacher's guide, which accompanies the student activity book offers a variety of written exercises and "hands on" experiments and demonstrations for students at the fourth grade level. The guide is designed for use by educators, 4-H leaders, soil and water conservation personnel, scout leaders, and others teaching about people, agricultural land, and the environment. Activities cover the same topics as those in the activity book. The teaching guide is divided into three sections containing: (1) procedures for 11 activities with background information, worksheets, and discussion questions; (2) eight supplemental activities; and (3) an outline that provides additional background information for instructors. (LZ)

ED 377 078   SE 055 601

A Periodic Compendium of Opportunities in Environmental Training.
PUB DATE- Aug 94
NOTE- 105p.; For related document, see ED 352 251.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Credit Courses; *Educational Opportunities; *Environmental Education; Foreign Countries; Graduate Study; Higher Education; *Institutes (Training Programs); International Programs; Noncredit Courses; Nonschool Educational Programs; Professional Training; *Training; Undergraduate Study

This periodic compendium of environmental training opportunities includes information about educational opportunities for noncredit, and undergraduate through postgraduate studies around the world. The areas of study include the following: environmental education; environmental science; environmental management; Africa and global change; environmental health and toxicology; agroforestry extension; irrigation projects; international development policy; environmental law; environmental engineering; human ecology; forestry; mining and the environment; energy and the environment; environment and trade; environment and development; water management; conservation of endangered species; and agriculture and rural development. The material is divided into the following sections: (1) Asian and the Pacific (5 entries); (2) Africa (5 entries); (3) North America (7 entries); (4) Europe (24 entries). Addresses, dates, phone numbers, and sometimes fax numbers are provided along with a short description of each program, class offering or institution. (LZ)

ED 377 079   SE 055 639

DeBaz, Theodora Petros
Meta-Analysis of the Relationship between Students' Characteristics and Achievement and Attitudes toward Science.
PUB DATE- 94
NOTE- 478p.; Ph.D. Dissertation, Ohio State University.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Ability; *Academic Achievement; *Meta Analysis; *Science Education; *Scientific Attitudes; Secondary Education; *Student Characteristics; *Thinking Skills

The purpose of this study was to update the findings of previous quantitative research related to the effects of various student with program initiation, planners need a guide to assist implementation. This report provides planners with a systematic approach to implementing welfare reform plans. The report reviews current welfare initiatives (the federal government spends $6 to $8 billion per year on welfare) and includes summary documentation of those programs in several states. A five-step template for implementing welfare reform is proposed. This template addresses issues such as transforming a vision into a strategy, team development, locating advocates, and securing funding. The primary focus of the template is toward those reform programs that include educational opportunities, rehabilitation, and employment of welfare clients. Tables show each step of the template and provide supporting data, resource contacts, and visual summaries. (CK)

ED 377 095 SO 024 232

Steele, Sara M.
Traumatic or Disruptive Experiences of Tenth Graders by Ethnicity and Family Types.
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *Ethnic Groups; Ethnicity; *Family Characteristics; Family Health; Family Income; Family Influence; *Family Status; Grade 8; *Grade 10; High Schools; Junior High Schools; Siblings; White Students
IDENTIFIERS- *Disruption; Native Americans; *Traumas

Designed to provide trend data about critical transitions experienced by students as they leave elementary or middle school and progress through high school and beyond, this study examines the extent of traumatic events experienced by 10th graders of various ethnic backgrounds and family types. In addition, the study demonstrates the importance of looking for similarity and heterogeneity rather than for central tendency and differences across groups. The 24,599 eighth graders surveyed in 1988 were surveyed again when possible as 10th graders in 1990, in 1992 when they were in 12th grade, again in 1994, and will be surveyed in 1996. The ethnic groups included Asian Americans, African Americans, European Americans, Hispanic Americans, and Native Americans. The results of the study indicated that although relatively few 10th graders experienced any one traumatic event from 19 possible choices in a two year period from 1988 to 1990, many faced some type of experience that could be disruptive or traumatic. Few students faced the same disruptive or traumatic event. Experiencing a disruptive or traumatic event was found to be more closely related to family type than to ethnicity, partly because two of the events given as possible choices related closely to family type, and other choices were affected by a change in family status. With a few exceptions, differences across subgroups for each variable usually were not sufficient in comparison with differences within the group to say that one group was more prone to a specific event than other subgroups. A list of variables used in the study follows the results. (CK)

ED 377 096 SO 024 269

Nairobi Forward-looking Strategies for the Advancement of Women: Issues and the Canadian Situation. Fact Sheets--1992 Update.
PUB DATE- Jan 92

Claxton, Mervyn
Culture and Development: A Study.
PUB DATE- Feb 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cross Cultural Studies; *Cultural Influences; *Cultural Traits; *Culture; Developed Nations; *Developing Nations; *Development; Economic Development; Human Resources; World Affairs; World Problems
IDENTIFIERS- *United Nations

As the nations of the world pursue development, the role of culture is important to consider in development activities. This report examines the link between culture and development and suggests that a people's cultural traditions and practices can be utilized in successful development activities. The investigation functions on the premise that throughout history, and across all cultures, a people's culture has been linked intimately to its development and that this link was broken in recent times, especially in developing countries because of the universal adoption of the western development model and because of the internationalization of western technology. The report discusses the interactions among culture, technology, and development. The experiences of currently developed and developing countries are compared with regard to the role of culture in development. The conclusion indicates that many cultural traditions can be employed to facilitate development and that individual nations must decide to what degree cultural attributes will be utilized in development activities. The characteristics of cultures that favor success in development include: (1) cultural confidence; (2) inventiveness and innovation; (3) creativity; (4) political will and encouragement; (5) importance accorded to knowledge and education; and (6) social rewards for individual success. Additionally, an extensive bibliography lists other materials on cultural and developmental issues. Contains 36 references. (Author/CK)

ED 377 117   SO 024 447

Stuhr, Patricia L., Ed.
Arts and Learning Research, 1990. The Journal of the Arts and Learning Social Interest Group.
PUB DATE- 90
NOTE- 208p.; Papers presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescent Development; Adolescents; *Aesthetic Values; *Art Education; Artists; Cognitive Processes; Educational Legislation; Educational Media; Elementary Secondary Education; *Learning Strategies; Learning Theories; Literature Appreciation; Media Research; Student Evaluation; Thinking Skills
IDENTIFIERS- Transactional Theory

The papers in this volume begin with an editorial by Patricia L. Stuhr, "The Changing Faces of the Arts and Learning Research SIG and Its Journal". It is followed by 11 articles: (1) "Novice-Expert Differences in Understanding and Misunderstanding Art and Their Implications for Student law forums. Suggestions for planning a Law Day program include establishing a planning committee, recruiting speakers, conducting publicity, site selection, and budgeting. A planning timeline outlines the months during which organizational activities should take place, beginning with forming a committee in September through the events in May and presentations of awards the following August. The booklet catalogues materials that planners may order for Law Day such as stickers, mugs, pencils, letterhead, books, and videos. (JD)

ED 377 136 SO 024 620

Zimmer, Judith A.
We Can Work It Out! Problem Solving through Mediation.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 132p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Citizenship Education; Elementary Secondary Education; Instructional Materials; *Law Related Education; Social Studies; Teaching Methods
IDENTIFIERS- *Mediation; *Teens Crime and the Community Program

This manual for elementary and secondary teachers is intended to facilitate the teaching of conflict resolution through the national Teens, Crime and the Community Program (TCC), a joint effort of the National Institute for Citizen Education in the Law and the National Crime Prevention Council. As part of TCC, students are shown how to organize their own crime prevention projects, especially through conflict management. The manual explains the objectives of mock mediation and provides instructions for their implementation, including time factors, student involvement, preparation of materials, mediation assistance, evaluation, classroom arrangement and the selection and instruction of mediators. A series of eight lesson plans explain the difference between mediation and litigation; the means to achieve active listening; the ways to create options for resolving conflict; the process of mediation; the analysis of conflict; the preparation of disputants and mediator; the mock mediation; and the debriefing that should follow a mock mediation. Sixteen scenarios provide conflicts for participants to mediate in order to practice their newly learned skills. Each scenario contains a list of roles, a statement of the scenario, and a separate description of the dispute from the perspective of each of the disputants. (JD)

ED 377 137 SO 024 622

Understanding the Judicial Branch of Maryland Government with Classroom Activities and Sample Lesson Plans.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 91
NOTE- 130p.; Prepared by the Citizenship Law-Related Education Program for the Schools of Maryland.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Citizenship Education; Constitutional Law;

personal teaching philosophy. (Contains 19 references.) (JDD)

ED 377 155 SP 035 558

Mitchell, Jane
Negotiating the Practice of Teaching.
PUB DATE- Jul 94
NOTE- 26p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Cooperating Teachers; Feedback; Foreign Countries; Higher Education; High Schools; *Interpersonal Communication; *Interpersonal Relationship; Interviews; Semantics; *Student Teacher Evaluation; *Student Teachers; *Teacher Student Relationship
IDENTIFIERS- Australia

This paper presents two case studies that analyze how associate teachers and high school student teachers participate in post-lesson annual meetings evaluating what the student teacher does in the classroom. Semantic scripts are used to get to the heart of the meaning of "evaluate," and evaluation as a cultural activity is emphasized. The following issues are highlighted in each case study: use of "I," "you," and "we"; relationship between knower and knowee; extent to which the evaluative criteria were negotiated; amount of talking by each person; and congruence between the post-lesson annual meeting and the follow-up interview. One of the cases is based on the associate teacher adopting a "you learn from me" approach, where evaluation criteria were not negotiated, roles of participants were hierarchical, and dominant values expressed were those of the teacher. The other is based much more on a "let's find out together" model, in which criteria were negotiated, roles were collaborative, and what the participants value in their teaching was based on joint understanding between student and teacher. The paper concludes that when the meaning of "evaluate" is based on shared understanding and interaction between participants is relational, there is potential to reflect on practice and enhance learning. (JDD)

ED 377 156 SP 035 559

Nimmo, Graham; And Others
The Idiosyncratic Nature of Beginning Teaching: Reaching Clearings by Different Paths.
PUB DATE- 4 Jul 94
NOTE- 22p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Case Studies; *Developmental Stages; Foreign Countries; Higher Education; *Professional Development; Secondary Education; *Socialization; *Teacher Attitudes; Teacher Education; *Teaching Experience
IDENTIFIERS- Australia (Queensland)

This study examined the enculturation process experienced by two beginning teachers during their first year of teaching in Queensland (Australia) secondary schools, focusing on teacher

Discussions of teacher participation in the reform literature do not take into account the different meanings of the term, teacher participation. This paper uses a critical perspective to review the main approaches to teacher participation; to bring to light issues these approaches fail to address; and to offer alternatives. It is argued that calls for teacher empowerment and involvement have been framed almost exclusively in terms that advance management and administrative agendas for reform. For urban schools, the emphasis on teacher involvement belongs to a "second wave" of educational reform that comes on the heels of the basic skills era. The approaches reviewed include bureaucratic management, transformational and shared leadership, and team and community building. The latter approaches are an improvement over bureaucratic management, but they must take three problems into account: (1) how to maintain reforms undertaken by "transformational" leaders; (2) how to ensure that "participation" does not sanction dominant interests over silenced ones (including those of urban communities); and (3) how to address lack of participation at the systemic level. Insights from the literature on worker/democratic/humanistic participation are woven into concluding recommendations. (Contains 45 references.) (Author/LL)

ED 377 175 SP 035 614

Powers, P. J.; Harris, Larry B.
Concordance of Teacher Education Faculty Perspectives of the Knowledge Base during Its Development.
PUB DATE- 4 Oct 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (9th, Jackson, WY, October 4, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Educational Development; Higher Education; *Knowledge Base for Teaching; Preservice Teacher Education; Research Methodology; Schools of Education; *Teacher Attitudes; Teacher Education Curriculum; *Teacher Educators
IDENTIFIERS- *Concordance (Data)

This study was conducted to investigate eight teacher education faculty members' perspectives of concordance with existing and emerging knowledge during the actual development of a knowledge base. An instrument was developed by content analysis to measure faculty understanding and realization of 82 theoretical constructs in six domains: (1) theoretical and effective teaching methodologies; (2) teachers and teaching; (3) teaching to individual differences among learners; (4) social and institutional contexts of teaching; (5) teaching subjects and grade levels; and (6) clinical application in teaching. The instrument was administered on six repeated occasions over a year-long period prior to and following initial operation of the knowledge base. A Kendall Coefficient of Concordance with correction discontinuity was used to provide a standard method of assigning knowledge base entities according to faculty concordance of knowledge base properties when there existed no objective order of those theoretical knowledge base construct entities. Results indicated that teacher education faculty largely were in disagreement regarding knowledge base development. Encouraging, however, were the positive changes in attitudes by teacher education faculty in all six domains of the knowledge base. Contains 13 references. (Author/LL) legislative appropriations targeted for diversifying the teaching profession are hard to obtain. (JB)

ED 377 192 SP 035 646

Oppenheim, Claude
Encouraging Evaluation Utilization by Preserving Teacher Self-Esteem.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 15 Jul 94
NOTE- 26p.; Paper presented at the CREATE National Evaluation Institute (Gatlinburg, TN, July 10-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Classroom Techniques; Discourse Analysis; *Evaluation Utilization; Faculty Development; Secondary Education; Secondary School Teachers; *Self Esteem; Self Evaluation (Individuals); *Teacher Administrator Relationship; Teacher Attitudes; Teacher Behavior; *Teacher Evaluation; *Teacher Improvement
IDENTIFIERS- Ethnomethodology; *Face to Face Communication

This paper presents a detailed analysis of a teaching evaluation conversation between Michael Darwin, high school principal, and teacher, Joseph Wolenko, in order to explore how both attended to issues of "face" during the evaluation process. The analysis draws on data from a larger study in an ethnomethodology/conversation analysis tradition. This evaluation focused on a video-taped lesson taught by Wolenko and evaluated by Darwin. The first section of talk-analysis shows Darwin helping Wolenko see himself as a good manager through his conversation. The second section shows how Darwin vigorously and successfully protects Wolenko from loss of face where there had been some obvious errors in instructional materials Wolenko had prepared. A following section shows Darwin focusing on an area that concerned him, student behavior, and criticizing Wolenko's discipline while through his conversational style and content mitigating loss of face and maintaining social solidarity. The next section describes the interview's end and Darwin's final summary of the evaluation which has walked a difficult line between having Wolenko confront areas for change while understanding nonetheless that Darwin recognized and appreciated him. The analysis concludes that attention to "face" issues may help to ensure that teachers will accept and use evaluations. (Contains 17 references.) (JB)

ED 377 193 SP 035 649

Castle, Shari; And Others
Doubts & Certainties: A Forum on School Transformation from the NEA National Center for Innovation, Vol 7, No. 2.
PUB DATE- Oct 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- *Athletic Coaches; *Change Strategies; Demonstration Programs; *Educational Innovation; Elementary Secondary Education; Newsletters; Program Descriptions; School Districts; School Restructuring; *School Schedules; *Teacher Role;

PUB DATE- 30 Jan 94
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; Adult Basic Education; *Adult Literacy; Classroom Communication; Computer Assisted Instruction; Cooperative Learning; *Cultural Traits; *English (Second Language); Ethnography; *Hmong People; Immigrants; Land Settlement; Learning Strategies; *Literacy Education; Mathematics Instruction; Numeracy; Program Descriptions; School Community Relationship; Second Language Programs; *Student Behavior; Teacher Characteristics; Teacher Effectiveness; Teacher Student Relationship; Testing

Results of the Hmong Adult Literacy Program and related research efforts at California State University, Fresno are reported. The project offered English literacy classes to adults of the Hmong immigrant community from January 1993 through January 1994, employing seven Hmong teachers and four Hmong college students for translation and child care. Program activities included a newsletter prepared by parents and teachers, liaison with another Hmong literacy project (including communication between Hmong parents at each site), math literacy instruction, community involvement, computer-assisted instruction, literacy testing, and dissemination of program results. A principal research effort was an ethnographic study of Hmong adult learning behaviors. Results, reported here, include findings about cooperative learning behavior, concern with explicit direction and learning through example, humility, laughter, saving face, interaction with teachers, characteristics of effective teachers, reading aloud and speaking while writing, learning strategies, and motivation and literacy usage. Program effects on the children were also investigated. Implications for Hmong literacy instruction are discussed. Appended materials include a list of staff, class schedule, issues of the parent newsletter, sample math literacy materials, community integration materials, and sample student assessment materials. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 376 750 FL 800 837

Hmong/English Bilingual Adult Literacy Project Final Report.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 31 Jan 94
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Classroom Techniques; Communication Skills; Curriculum Development; Educational Environment; Educational Strategies; *English (Second Language); Family Programs; *Hmong People; Immigrants; *Intercultural Communication; Lesson Plans; *Literacy Education; Native Language Instruction; Problem Solving; Program Descriptions; Program Evaluation; Refugees; Second Language Programs; Skill Development
IDENTIFIERS- *University of Wisconsin Green Bay

The report describes and assesses an adult literacy program for Hmong immigrant adults in Green Bay, Wisconsin. The overall approach was to assist students in developing a new communication system using principles of intercultural communication and community networking. The instructional model

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Athletes; *Cohort Analysis; College Athletics; Colleges; Community Colleges; Cultural Literacy; Educational Attainment; Educational Attitudes; Educational Trends; *Education Work Relationship; *Employment; Females; Higher Education; High School Graduates; High Schools; Longitudinal Studies; *Role of Education; Sex Differences; Sociocultural Patterns
IDENTIFIERS- *National Longitudinal Study High School Class 1972

This book examines the educational and occupational choices that 1972 high school graduates made over the succeeding 15 years, focusing on how postsecondary education has made a difference in their lives. It uses data collected for the National Longitudinal Study of the High School Class of 1972 (NLS-72), which has tracked a representative sample of 22,652 individuals using survey questionnaires and school records. Six chapters address: (1) methodological issues and the NLS-72 cohort; (2) the educational attitudes and attainment of women, with an emphasis on their experiences in the job market and the effect of sex bias on earnings and advancement; (3) the educational attainment and occupational choices of college athletes; (4) the role of community colleges on educational attainment and occupations; (5) the effect of college curriculum and course selection on cultural literacy; and (6) the economic, social, and cultural trends of the 1970s. Four appendixes provide information on definitions used in the book's tables; institutional selectivity and course-taking patterns; educational pathways, socioeconomic status, and major field distributions; and other longitudinal studies that include educational data. (Contains 260 references.) (MDM)

ED 376 768 HE 027 905

Gerth, Donald R.
The Pace of Change: Next Steps in the Work of Universities.
PUB DATE- 25 Apr 94
NOTE- 7p.; Paper presented at the Seminar on Education and Human Resource Development for the Pacific Basin Co-partnership Strategies and Actions (Jalisco, Mexico, April 25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; *College Role; Community Education; Economic Change; Educational Innovation; Foreign Countries; Higher Education; Human Resources; Institutional Autonomy; *Institutional Cooperation; Interdisciplinary Approach; International Cooperation; *Labor Force Development; Research; *School Community Relationship; *Social Change; *Universities
IDENTIFIERS- *Pacific Rim; United States

This paper examines the pace of economic and social change in the Pacific Rim region, discussing the role that universities should play in mediating such change. It addresses five major issues pertaining to the role of universities: (1) the individual university's role in human resource development; (2) the relationship between universities and the greater community in regard to human resource development; (3) the relationships among universities within a single nation in regard to human resource development; (4) international cooperation among universities to foster human resource development; and (5) appropriate safeguards related to university autonomy. To

Accrediting Agencies; Agency Role; College Outcomes Assessment; Colleges; Disclosure; Educational Change; Eligibility; *Higher Education; Institutional Characteristics; *Institutional Evaluation; Organizational Change; Peer Evaluation; *Policy; Program Evaluation; Quality Control; Reports; School Visitation; Self Evaluation (Groups); *Standards
IDENTIFIERS- *North Central Accrediting Association; North Central Association of Colleges and Schools

This comprehensive handbook contains accreditation materials of the North Central Association of Colleges and Schools Commission on Institutions of Higher Education. These include the general institutional requirements, the criteria for accreditation, and new policies on institutional change. The chapters are: (1) "Introduction to Voluntary Accreditation and the Commission"; (2) "Affiliation with the Commission" (forms, institutional obligations, sanctions, record of status and scope); (3) "The General Institutional Requirements" (including purpose and relationship with the Criteria); (4) "The Criteria for Accreditation" (working with the patterns of evidence, the five Criteria, and focus sections on each); (5) "Institutional Evaluation for Improvement"; (6) "Peer Review as a Form of Evaluation and Self Regulation"; (7) "Logistics for Evaluation Visits" (institutional and team preparations, conducting the visit); (8) "The Team Report and Recommendation" (audiences, writing responsibilities, report structure, preparation and submission); (9) "Review Processes and Commission Action"; (10) "The Evaluation Process: Charts, Time Lines, Samples"; (11) "Other Monitoring Visits" (focused evaluations, special cases); (12) "Institutional Change" (definition, evaluation); (13) "The Commission's Candidacy Program"; (14) "Special Focus: Assessing Student Academic Achievement"; and (15) "Informing the Public." Extensive appendixes contain rules of procedure, resources on higher education topics, regional accrediting bodies, state agencies, and information on the Commission including offices and staff, calendar, publication, terminology and common abbreviations. Includes an index and an index of policies. (JB)

ED 376 787   HE 027 926

Scheetz, L. Patrick
Recruiting Trends 1994-95. A Study of Businesses, Industries, and Governmental Agencies Employing New College Graduates. 24th Edition.
PUB DATE- 4 Dec 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Employee Attitudes; Employer Attitudes; Employers; Employment Interviews; Employment Opportunities; *Employment Patterns; Employment Practices; Employment Projections; Employment Qualifications; Higher Education; Labor Market; *Recruitment; Work Attitudes

This survey of employers sought to determine recruiting trends of business, industry, and government among college graduates. Questionnaires were sent to 4,154 employers of which about 13 percent, or 545, responded. Highlights of the findings include the following: (1) for a second consecutive year employers predicted increased job opportunities for new graduates with greatest increases expected in petroleum industries, tire and rubber producers, hotel, motel and recreational facilities; and chemical- and electronic-related industries; (2) despite economic improvement, employers are poised for restructuring, reorganization and, downsizing if needed; (3) most successful

This hearing focused on S. 2195, the National Public Telecommunications Infrastructure Act of 1994, which would guarantee that noncommercial and public interest groups would have a place reserved on the information superhighway for the provision of free educational, informational, cultural, civic, or charitable services to the public. It was noted that approximately 100 public interest, broadcasting, educational, library, civic, and cultural groups have expressed their support for the bill, which they believe would ensure their participation on the information superhighway. This report begins with opening statements by Senators Ernest F. Hollings (South Carolina) and Daniel K. Inouye (Hawaii) and a prepared statement from Senator Conrad Burns (Montana). Prepared statements and comments from six witnesses are then presented: (1) Andrew Blau, Director, Communications Policy Project, Benton Foundation; (2) Henry J. Cauthen, President, South Carolina Educational Television Network (SCETV); (3) George P. Connick, President, University of Maine at Augusta; (4) Carol Fukunaga, Hawaii State Senate and Chair of the Communications Committee of the National Conference of State Legislature's (NCSL) State-Federal Assembly; (5) Monroe E. Price, Professor of Law, Benjamin N. Cardozo School of Law, Yeshiva University; and (6) Anthony T. Riddle, Chairman, Alliance for Community Media and Executive Director of the Minneapolis Telecommunications Network. Appended materials include a letter to Senator Inouye from Tim Finnerty, Chair, Legislative/Public Policy Committee, Minnesota Association of Cable Television Administrators; a letter to Senator Inouye from Susan S. Littlefield, President, National Association of Telecommunications Officers and Advisors; a prepared statement from the National School Boards Association; NCTA comments on S. 2195; a prepared statement from the People for the American Way Action and Fund and Media Access Project; and a prepared statement from Senator Larry Pressler (South Dakota). (BBM)

ED 376 806   IR 016 917

Stiegemeier, Lois
Summary of Alaska Instructional Technology Survey.
PUB DATE- Apr 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; *Board of Education Policy; *Educational Facilities Planning; *Educational Technology; Elementary Secondary Education; *Instructional Development; *Microcomputers; Policy Formation; Principals; Public Schools; School Surveys; Superintendents; Teacher Education; Telephone Communications Systems
IDENTIFIERS- *Alaska

In April 1993, the Alaska Department of Education conducted an instructional technology survey of all schools and school districts. The purposes of the survey were to collect baseline data on the numbers and types of technologies for instruction currently employed in Alaska schools, to collect information on utilization of the technologies, to determine the level of priority for instructional technology in Alaska's schools, and to determine what needs must be met in schools in order to effectively employ technologies in instruction. Information from the survey will be used by the Department in developing plans for instructional technology. Responses were received from 47 of the 56 district superintendents and by 264 in Changing Images" (Sheila Ann Delacroix); (4) "Interests and Skills of Librarians as Measured by the Campbell Interest and Skill Survey" (Richard W. Johnson, and others); (5) "From Children's Books to CD-ROMs: Life for Librarians Today" (Mary Jane Scherdin); (6) "Librarians in Transition: Profiles on the Strong Interest Inventory" (Indra David and Mary Jane Scherdin); (7) "Vive la Difference: Exploring Librarian Personality Types Using the MBTI (tm)" (Mary Jane Scherdin); (8) "Working Together: Research in Texas Libraries Using the Myers-Briggs Type Indicator" (Nancy Boykin Bounds, and others); (9) "Using the MBTI for Team Building" (Maureen Sullivan); (10) "Enhancing Teaching Skills Using the Myers-Briggs Type Indicator" (Kathleen Gunning); (11) "Recruitment Implications, Issues, and Future Action" (Margaret Myers); and (12) "Finale: Reflections, Conclusions, Questions..." (Sandra Pfahler). (SLD)

ED 376 826   IR 055 285

Foos, Donald D., Comp.; Pack, Nancy C., Comp.
How Libraries Must Comply with the Americans with Disabilities Act (ADA).
PUB DATE- 92
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Libraries; *Accessibility (for Disabled); *Compliance (Legal); Elementary Secondary Education; *Federal Legislation; Guidelines; Higher Education; Learning Resources Centers; Library Facilities; *Library Services; Public Libraries; School Libraries; Special Libraries
IDENTIFIERS- *Americans with Disabilities Act 1990

The Americans with Disabilities Act (ADA) directs public and private libraries--academic, public, school, and special--to provide services to people with disabilities that are equal to services provided to citizens without disabilities. Six chapters in this book provide information to help library administrators and staff to fully understand the applications of the law and its regulations as they relate to their respective library situations. In Chapter 1, "Libraries and the Americans with Disabilities Act," Michael G. Gunde interprets and explains the Act from an administrative point of view and discusses the parts of the Act that concern employment, public services, and public accommodations and services provided by private entities. In Chapter 2, Ruth O'Donnell uses the six-step ADA planning model as a guide for planning for compliance with the law. She provides lists of important information resources; describes fully assistive devices for overcoming visual, hearing, speech, and physical limitations; and discusses self-evaluation methods for libraries. In Chapter 3, "The Impact of the ADA Upon School Library Media Centers," Marilyn Karrenbrock develops a historical perspective on legislation since 1828 that affects the education of children with disabilities, and addresses several situations where the ADA may have a direct impact on school library media centers. In Chapter 4, "The Americans with Disabilities Act: The Legal Implications," Peter Manheimer dissects the ADA from a legal point of view and applies it to library operations and situations. Job requirements, essential functions, reasonable accommodations in job functions, undue hardship, and disability inquiries are a few of the topics covered. In Chapters 5 and 6, "ADA Case Studies and Exercises" and "Problem Areas and A Quick Guide to the ADA," Donald Foos and Nancy Pack offer a series of hypothetical ADA case studies to illustrate the law and its

Why Adults Use the Public Library: A Research Perspective.
PUB DATE- 94
NOTE- 134p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adults; Comparative Analysis; Hypothesis Testing; *Individual Characteristics; Interviews; Library Research; *Motivation; *Public Libraries; Questionnaires; Statistical Analysis; *User Needs (Information); *Users (Information)

This book discusses the motivations that cause adults to go to the public library. It is grouped into eight sections concerning: (1) the research methodology and results used to determine four motivators that were good predictors of library use; (2) the development of library research; (3) several characteristics of library users in terms of education, employment and occupational classes, age, sex, family income, number of minor children, marital status, school attendance, access to a car, companions, political preference, and distance from home to library; (4) measures of library use and their interrelationships; (5) motivators of specific and composite library uses such as home and family life, vocational growth, church attendance, and political; (6) motivators and user characteristics in the same areas as section 3; (7) user characteristics and use in the same areas as sections 3 and 6; and (8) conclusions about the questions posed regarding the uses of public libraries by adults. There are two appendices: the first contains the interview questions and responses and the second outlines problems and null hypotheses. (Contains 32 references.) (DGM)

ED 376 847 IR 055 322

Gilmer, Lois C.
Interlibrary Loan: Theory and Management.
PUB DATE- 94
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Historical Materials (060)
DESCRIPTORS- Costs; Fair Use (Copyrights); *Interlibrary Loans; Library Administration; *Library Cooperation; *Library Networks; Library Policy; Library Standards; Shared Resources and Services
IDENTIFIERS- *Document Delivery; Library Procedures

This book focuses primarily on interlibrary loan, defined here as one library lending its materials to another library. A nationwide survey of mutltitype libraries was conducted and the results are reported throughout the body of the book. Each chapter is devoted to a particular aspect of interlibrary loan (ILL) and is followed by an extensive list of references. Chapter 1, "Historical Overview," is about the rise of interlibrary loan in the United States. Chapter 2, "Standardization," discusses interlibrary loan codes, policies, procedures, and forms. Chapter 3, "Networking," explores needs and development, organization and finance, types of networks, linking networks, and choosing and planning a network. Chapter 4, "Copyright," reviews the historical background of copyright, the U.S. Copyright Law of 1976, and public domain. Chapter 5, "Organization and Administration," is about organizational structure, staffing, work load, the professional library, interlibrary loan management, marketing the interlibrary loan program, and the cost of interlibrary loan. Chapter 6,

*Outcomes of Education; *Participant Satisfaction; *Salaries; *Student Attitudes; Two Year Colleges
IDENTIFIERS- Pennsylvania College of Technology; *Transfer Problems (College)

Consisting primarily of charts and tables, this report provides results from a follow-up survey of 908 of the 1,115 graduates from Pennsylvania College of Technology in 1991-92. Following introductory information on methodology and general findings, part II provides tables on number of graduates by curriculum, county of residence, gender, age, ethnic background, graduation date, and grade point average; graduates' rating of instruction and college services; graduates' current employment/educational status; graduate placement by division and program with average starting salaries; employed graduates' job location and level of satisfaction; graduates' rating of job availability and sources of job information; transfer institutions and numbers of graduates enrolled; graduates' rating of transfer preparation and reported transfer problems; and number of credits not accepted upon transfer. Part III presents graduate ratings and outcomes for individual programs of study in the divisions of business and computer technologies, construction and design, health sciences, industrial and engineering technologies, integrated studies, and resource management/transportation. Highlighted findings include the following: (1) graduates were 40% female and 1.7% minority; (2) overall instruction received a rating of 3.32 out of 4; (3) 66% of respondents were employed full-time, 12% were employed part-time, and 12.1% were continuing their education; (4) the median starting salary for graduates employed full-time was $15,000; and (5) 47% of the transfer students experienced some sort of transfer problem, with 31% of these having problems transferring credit. The survey instrument and cover letters are appended. (KP)

ED 376 866   JC 940 586

Pennsylvania College of Technology Non-Returning Student (Leaver) Survey Report, Spring 1992 to Fall 1992.
PUB DATE- Jun 93
NOTE- 50p.; Cover title: "Spring 1992-Fall 1992 Leaver Survey Report."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; Community Colleges; *Dropout Characteristics; Dropout Research; *Dropouts; Education Work Relationship; Outcomes of Education; Salaries; *School Holding Power; Student Attitudes; *Student Attrition; Student Behavior; Two Year Colleges
IDENTIFIERS- Pennsylvania College of Technology

To determine factors influencing attrition and retention at Pennsylvania College of Technology, a survey was conducted of the 767 students who were enrolled in spring 1992 but neither graduated nor enrolled in fall 1992. Study findings, based on responses from 373 former students, included the following: (1) only 11% of the minority non-returners responded to the survey, compared to 50% of the white leavers, while financially disadvantaged students and students with low grade point averages were also underrepresented in the sample; (2) 31% of the respondents indicated preparation for a first job as their primary objective in enrolling; (3) 26% of the respondents left to attend another college, while 24% cited tuition and costs as a reason for leaving; (4) 14% cited personal and family overall success rate of AFFIRM students was 69%, compared to 54% for African-Americans in non-AFFIRM comparison sections. The difference between the success rates of AFFIRM and other African-American students more than doubled between fall 1992 and spring 1993. AFFIRM students did noticeably better than other African-Americans in English 104 (86% compared to 61%) and English 330 (82% compared to 57%). (KP)

ED 376 883 JC 940 655

Kangas, Jon; And Others
ADELANTE Success Rates Compared to Success Rates of Other Latino Students in the Same Courses, Fall 1990-Spring 1993. Research Report #743.
PUB DATE- 3 Mar 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; Community Colleges; *Counseling Services; *Developmental Studies Programs; *Hispanic Americans; Mentors; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Hispanic American Students; *Latinos; San Jose City College CA

San Jose City College's ADELANTE Program is a year-long program that seeks to engender a social, cultural, and political consciousness to increase pride in Latino identity, and commitment to endeavors contributing to lifelong success. The program is committed to increasing the recruitment, retention, and graduation and transfer rates of Latino students. ADELANTE began in fall 1990 as the result of a Title III Grant in developmental education. The program is modeled on the ENLACE program at Evergreen Valley College, with the addition of a career planning course. The ADELANTE Program currently serves 30 students. ADELANTE classes that were offered from fall 1990 through spring 1993 were Basic Writing, Guidance 96 (career planning), and English 1A (Transfer Composition). The overall success rate of ADELANTE students over the first six semesters of the program was 67%, compared to 53% for Latino students in non-ADELANTE comparison sections, and 57% for all other students. Over six semesters, ADELANTE students had higher success rates than the other Latino students; however, most ADELANTE sections had small numbers of students so caution should be used in generalizing from data for a single semester's comparisons. Overall, the ADELANTE program seems to be achieving its goal of greater success for Latino students. (KP)

ED 376 884 JC 940 656

Harvey, William B., Ed.; Valadez, James, Ed.
Creating and Maintaining a Diverse Faculty. New Directions for Community Colleges, Number 87, Fall 1994.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Affirmative Action; Blacks; *College Faculty;

Lee, Martha C.; Mastrangelo, Eliz. B.
Measuring Up: Lakeland Community College Report of the ADA Task Force. A Self Evaluation of College Services, Facilities, Programs, and Activities.
PUB DATE- 94
NOTE- 85p.; Some appendixes contain blurred illustrations and broken print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Community Colleges; *Compliance (Legal); Hearing Impairments; Physical Mobility; Self Evaluation (Groups); Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Americans with Disabilities Act 1990; Lakeland Community College OH

Prepared by the Americans with Disabilities Act (ADA) Task Force at Lakeland Community College (LCC) in Ohio, this report assesses LCC's compliance with ADA provisions and presents recommendations concerning projects to be undertaken. Section I provides an introduction to the ADA and its impact at LCC. Section II describes the self-evaluation process used by the committee. This section also includes a historical overview of LCC's early efforts to improve access to disabled students, a discussion of the legal backdrop for the study, and the results of self-evaluations by nine campus units (i.e., the Performing Arts Center, Admissions Office, Financial Aid Office, Cashier's Office, Human Resources, the Athletic and Fitness Center, Career Services, Student Services, and the Police Department). Section III focuses on the dissemination of information regarding the provisions of the ADA and its applicability to the services, programs, and activities of LCC, including information on signage and communications. After section IV describes the ADA's requirements regarding grievance procedures and the committee's development of a grievance form, section V focuses on LCC's physical plant priorities (i.e., lavatories and parking). Section VI enumerates the work done by the committee, and section VII presents recommendations regarding personnel, barrier removal, communications, procedures, practices, and long-term planning. Finally, section VIII presents conclusions about the challenges and opportunities afforded by ADA. The bulk of the report consists of appendixes providing legal information, division self-evaluations, the devised grievance procedure and form, and other detailed information. (KP)

ED 376 902 JC 950 009

Evaluating Institutional Policies on Program Evaluation. General Guidelines.
PUB DATE- Oct 94
NOTE- 28p.; For related guidelines, see ED 369 434-436.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Institutional Evaluation; *Policy Formation; *Program Evaluation; *Self Evaluation (Groups); Statewide Planning; Two Year Colleges

Eldering, Lotty, Ed.; Leseman, Paul, Ed.
Early Intervention and Culture: Preparation for Literacy. The Interface between Theory and Practice.
PUB DATE- 93
NOTE- 347p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cross Cultural Studies; Cultural Awareness; *Cultural Context; Developed Nations; Developing Nations; Early Childhood Education; *Early Intervention; Elementary Education; Equal Education; Foreign Countries; *Literacy; *Literacy Education; Models; Program Descriptions; *Program Development; Program Evaluation; *Theory Practice Relationship; World Problems
IDENTIFIERS- Chile; India; Netherlands; Turkey; United States

This collection of 20 papers addresses child development and early intervention issues related to literacy acquisition from a cross-cultural perspective. Titles of the papers are: (1) "Preparing Young Children for Literacy: Issues in Theory and Practice" (Lotty Eldering and Paul Leseman); (2) "Jomtien Revisited: A Plea for a Differentiated Approach" (John Bennett); (3) "Interaction of Context with Development: Theoretical Constructs for the Design of Early Childhood Education Programs" (Robert Serpell); (4) "Orientations on Culture: Some Comments on Intervention Programs" (Ype Poortinga); (5) "Interaction between Development Processes and Social-Cultural Context" (T. S. Saraswathi); (6) "Modification of Cognitive Components: Consequences for Early Intervention" (Fons van de Vijver); (7) "Many Kinds of Deprivation: Young Children and Their Families in South Africa" (Linda Richter); (8) "The Developmental Niche: Implications for Children's Literacy Development" (Sara Harkness and Charles Super); (9) "Linguistic Development as Related to Literacy" (Catherine Snow); (10) "How Parents Provide Young Children with Access to Literacy" (Paul Leseman); (11) "Literacy Development in a Multilingual Context" (Ludo Verhoeven); (12) "Responding to Children's Needs: Integrated Child Development Services in India" (Rajalakshmi Muralidharan and Venita Kaul); (13) "Empowerment of Parents: 'Proyecto Padres e Hijos' in Chile" (Johanne Filp and Ximena Valdes); (14) "Culture Sensitive Home Intervention: The Dutch HIPPY Experiment" (Lotty Eldering and Paul Vedder); (15) "A Model of Multipurpose Non-Formal Education: The Case of the Turkish Early Enrichment Project" (Cigdem Kagitcibasi); (16) "Success for All: Prevention and Early Intervention in Elementary Schools" (Robert Slavin and Nancy Madden); (17) "Critical Issues in the Evaluation of Preschool Intervention Programs" (Jan Slavenburg); (18) "Cooperative, Community-Based Evaluation of Preschool Programs" (Howard Richards and Loren Pierce); (19) "Researchers, Program Developers, and the Children Out There" (Nico van Oudenhoven); and (20) "Family, School, and Literacy: Recommendations for Intervention Programs." Most papers include a reference list. (MDM)

ED 376 921 PS 022 299

Hicks, Barbara Barrett; Wilson, Gregory A., Ed.
Kids, Crack and the Community: Reclaiming Drug-Exposed Infants and Children.
PUB DATE- 93
NOTE- 168p.
LANGUAGE- English

diversity. (Four appendices provide information on data sources, growth rates for populations of color in Minnesota counties, a map of Minnesota, and survey data for Minnesota and its geographic and political subdivisions. (MDM)

ED 376 939 PS 022 681

Ebb, Nancy
Enforcing Child Support: Are States Doing the Job?
PUB DATE- Jun 94
NOTE- 134p.; For a related document, see PS 022 716.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; Caseworkers; *Child Support; *Law Enforcement; National Norms; National Surveys; Parent Responsibility; *Social Services; *State Action; State Agencies; *State Legislation; State Programs
IDENTIFIERS- Noncustodial Parents; Paternity Establishment

This report examines state-by-state child support data to determine the impact of child support legislation over the last decade. In the text portion, the report compares data provided by the states in fiscal years 1983 and 1992. It finds that while states have made some improvements over the decade, performance in many critical areas has remained the same, improved only moderately, or even declined. The remainder of the report consists of two appendices, which provide background on the United States child support enforcement system and charts for each state and the District of Columbia that measure progress on eight key indicators of success for children. These indicators are: (1) caseload per worker; (2) administrative expenditure per case; (3) the number of absent parents located as a percentage of total caseload; (4) paternity performance; (5) percent of cases needing a support order in which a support order was established; (6) percent of total caseload in which any collection was made; (7) average annual collection for cases with any collection; and (8) amount of child support collected for each administrative dollar spent. (MDM)

ED 376 940 PS 022 690

Hutinger, Patricia; And Others
The Best of ACTTion News 1989-1992. 1st Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Computer Assisted Instruction; Computers; *Computer Software; *Computer Software Reviews; *Computer Uses in Education; *Disabilities; Early Childhood Education; *Special Needs Students
IDENTIFIERS- *Computer Integrated Instruction

This booklet presents a compilation of the best articles from the quarterly newsletter "ACTTion News," produced by Project ACTT: Activating Children Through Technology. It contains reviews of software programs and articles on computer technology, training, and curriculum publications. The articles are arranged alphabetically, and those that appeared in the newsletter as part of a series are printed together. The particular focus of these articles is on the benefits of the trends and responses to child care in society at large. In addition, the University's role as educator, employer, and leader is considered. Chapter 3 summarizes the Committee's examination of national trends affecting institutions of higher education and the Committee's review of child care and family programming activities at other institutions of higher education. Chapter 4 deals with the particular child care needs and concerns of the community at the University of Texas at Austin. Chapter 5 examines limitations and options in order to make some judgments as to their feasibility, desirability, and appropriateness for the University. Chapter 6 presents a discussion and summary of conclusions. The final chapter contains the Committee's recommendations regarding general and specific policies to be considered. A list of areas of concern and questions for review by the Committee is appended, as well as descriptions of child care activities and programs at selected higher education institutions. The University's child care survey instrument is included. Contains 38 references. (AA)

ED 376 960 PS 022 773

Oriti, Patricia; Kahn, David, Ed.
At Home with Montessori.
SPONS. AGENCY- Cleveland Foundation, Ohio.
PUB DATE- 94
NOTE- 26p.; Funding also provided by the Hershey Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Cognitive Development; *Discovery Learning; *Experiential Learning; Family Life; Language Acquisition; Montessori Method; Parent Participation; *Personal Autonomy; *Preschool Children; *Preschool Education; Quality of Life
IDENTIFIERS- *Life Centered Education

Based on Montessori's ideas about children's innate capabilities and potential, this book encourages restructuring the home environment to provide children, especially preschool children, with opportunities for self-directed activities and personal autonomy. In each of the chapters, a different room is examined as to how it could be redesigned to allow children to direct their movements in purposeful activity, working toward perfection without external correction or prodding. For example, the book notes that in the kitchen, children of any age can participate, preparing food, setting the table, cleaning and washing the dishes. Showing the child how to do activities by demonstrating movements that can be imitated nurtures the child's inner need to improve and perfect. The dining room can be used as a formal space where children learn conversation, grace, and courtesy. The bathroom offers experiences of personal care: bathing, dressing, combing, and brushing teeth, activities that children can perform independently when provided with materials that are scaled down to child-size. The bedroom can be designed for maximum independence, in terms of the child's need to learn by doing things by him- or herself, often with the parent close by. The living room can provide opportunities for adults and children to do things together, such as listening to music or playing with a selected group of toys. In addition, children can display their collections in this room. Finally, the outdoors should be as accessible to the child as the indoors. Whether by

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Adolescents; *Communication Skills; Elementary Secondary Education; *Interpersonal Communication; Learning Activities; Parent Child Relationship; *Positive Reinforcement; Preadolescents; Self Esteem; Teacher Student Relationship; *Teaching Skills; Young Children
IDENTIFIERS- *Adult Child Relationship; Feedback Control

Intended for parents, teachers, or anyone whose contact with children requires an effective relationship, this handbook provides a collection of communication strategies and activities to improve positive relationships with children, particularly younger and older adolescents. Part 1 deals with techniques for communicating effectively with children, alone or in group settings, and discusses important considerations for managing change and making positive connections with them. Part 2 focuses on specific activities designed to enhance children's positive view of themselves and of the world. Each activity description includes the necessary level of group cohesion, "target lessons" (the lessons that the activity teaches), materials needed, space required, activities for the children and the facilitator, variations, and debriefings. Contains 76 references. (AP)

ED 376 978 PS 022 837

Getting Schools Ready for Children: The Other Side of the Readiness Goal.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Early Childhood Education; Early Intervention; *Educational Change; *Educational Strategies; Grade Repetition; Mixed Age Grouping; Parent Participation; Parent Teacher Cooperation; *School Policy; *School Readiness; Staff Development; Student Evaluation; Transitional Programs
IDENTIFIERS- *America 2000; *Developmentally Appropriate Programs

This report identifies changes that schools must make in their kindergarten and primary programs if they are to contribute to rather than hinder progress toward the achievement of school readiness for all children, as expressed in goal one of the America 2000 initiative. Schools need to: (1) implement developmentally appropriate curriculum, instruction, and assessment practices; (2) disregard the results of norm-referenced achievement tests for the assessment of the progress or potential of preschool and primary-age children; (3) refrain from retaining at-risk children or forcing them to start school later; (4) increase funds for early intervention programs in the primary grades, especially tutoring by certified teachers; (5) increase parental involvement and participation; (6) adopt formal, written policies to improve teacher-parent communication; (7) require that primary school teachers and administrators have formal training in child development and early childhood education; (8) have increased flexibility in the way they use state and federal funds, but be held accountable for producing the desired results. Specific programs developed to implement these policies are highlighted. (Contains 15 references.) (MDM)

Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Environment; Educational Quality; Elementary Secondary Education; *Institutional Characteristics; Institutional Environment; Interpersonal Relationship; *Private Schools; School Attitudes; *School Size; *Small Schools
IDENTIFIERS- ERIC Digests; *School Culture; Sense of Community

It is a widely held perception in this country that private schools are superior to public schools. This digest examines school size and school culture as they relate to the high quality of education in private schools. The average private school is about half the size of the average public school. Reflecting Tonnies' (Ferdinand Tonnies, 1887) conception of "gemeinschaft" institutions, small private schools exhibit distinctive school cultures based on shared purposes, personal loyalties, and common sentiments. The large public school serves widely diverse stakeholders that rarely come together to develop local educational goals. Consequently, public schools are generally held accountable to school district or state goals, which tend to be quantitative and are addressed by technical solutions. While public schools must reflect diverse community sentiments, private schools are free to establish their own sentiments and actively profess them to students through institutional rituals and traditions. These institutional beliefs and customs are actively supported by parents, alumni, and teachers. Such shared sentiments may be part of the reason that good teachers remain in private schools, accepting salaries significantly lower than those in public schools. Many experts favor smaller schools over consolidated megaschools, and connect educational quality to a sense of community. But American public school leadership continues to build large schools in pursuit of cost effectiveness and curriculum diversity. Such strategies may be sacrificing positive school culture and meaningful educational reform. Contains 14 references. (SV)

ED 376 997 RC 019 855

Martin, Philip
Migrant Farmworkers and Their Children. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Agricultural Production; *Agricultural Trends; *Demography; Disadvantaged; *Employment Patterns; Federal Programs; Foreign Workers; *Migrant Children; Migrant Education; Migrant Programs; *Migrant Workers; Seasonal Laborers; Undocumented Immigrants
IDENTIFIERS- ERIC Digests; *National Agricultural Workers Survey

This digest reviews the population characteristics of migrant and seasonal farmworkers and their children. Since the 1960s, federal programs for migrant workers and their families have

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accident Prevention; Adventure Education; Attitudes; Evaluative Thinking; Leadership; *Psychological Patterns; Risk; *Risk Management; *Safety; *Wilderness

IDENTIFIERS- *Outdoor Leadership; Risk Assessment; Risk Taking

This paper discusses subjective hazards in wilderness activities and suggests means of assessing and managing related risks. Wilderness educators conveniently group hazards into objective and subjective ones. Objective hazards such as rockfall, moving water, and weather, while not necessarily predictable, are visible and understandable. Subjective hazards are harder to recognize, and represent errors in planning and leadership. Venturing into the wilderness with inadequate food or equipment or an unrealistic schedule is a planning mistake. Inappropriate or poorly understood goals and expectations, lack of flexibility, communication difficulties, inability to manage stress, distraction, indecision, and inaccurate estimation of participant abilities are errors in leadership and expedition behavior. Brief sections discuss the importance of guarding against complacency, faulty low estimates of risk, overconfidence, unrealistic goals, impatience and schedule pressures, peer pressure and competition, student misconceptions of staff infallibility, inaccurate information and assumptions, and personal and environmental distractions. Expedition leaders should also make a practice of assessing their participants for "high maintenance" people and survivors, and reading incident accounts about wilderness accidents. (SV)

ED 377 015   RC 019 891

Curtis, Rick

Training College Wilderness Leaders.

PUB DATE- Nov 94

NOTE- 14p.; In: Experiential Education: A Critical Resource for the 21st Century. Proceedings Manual of the Annual International Conference of the Association for Experiential Education (22nd, Austin, TX, November 3-6, 1994); see RC 019 884.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Programs; College Students; Course Content; Higher Education; *Leadership Training; Models; *Outdoor Education; Paraprofessional Personnel; *Staff Development; *Wilderness; Youth Leaders

IDENTIFIERS- *Outdoor Leadership; *Princeton University NJ

College outdoor program leaders are often paraprofessionals, who may have less training than professional outdoor educators, yet must deal with the same types of problems on the trail. This paper describes the Outdoor Action (OA) Program at Princeton University, and outlines the training assessment and development model used to train OA program leaders. OA operates a number of wilderness programs, including a 6-day orientation for incoming students and day and multiday trips during the academic year. The model provides a checklist of questions to projects at school; (8) "Spread the Word" offers five suggestions for sharing information; and (9) "Recycling Projects" provides instructions for four recycling activities, including making recycled paper and "precycling" a party. A California resources sections contains four educational resources and 58 local sources of recycling information. (LZ)

ED 377 034 SE 054 362

Education & Recycling: Educator's Waste Management Resource and Activity Guide 1994.
PUB DATE- 94
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Instructional Materials; *Class Activities; Constructivism (Learning); *Educational Resources; Elementary Secondary Education; *Environmental Education; Evaluation Methods; *Recycling; Solid Wastes; Teaching Guides; *Waste Disposal; Worksheets
IDENTIFIERS- *California

This activity guide for grades K-12 reinforces the concepts of recycling, reducing, and reusing through a series of youth-oriented activities. The guide incorporates a video-based activity, multiple session classroom activities, and activities requiring group participation and student conducted research. Constructivist learning theory was considered during the development of activities. The guide is divided into the following sections: (1) 12 elementary and middle school classroom activities; (2) eight middle and high school classroom activities; (3) school recycling programs; (4) trivia, facts, and other information; (5) listing of 338 supplementary materials (activity booklets, coloring and comic books, books, catalogs, curricula, extras, magazines, recycling programs, and videos); (6) listing of 39 environmental organizations; (7) approximately 1,300 California local government and community contacts; and (8) a glossary. Many activities incorporate science, history and social science, English and language arts, and mathematics and art. Most activities include methods for teacher and student evaluations. Spanish translations are provided for some activity materials, including letters to parents, several take-home activities and the glossary. (LZ)

ED 377 035 SE 054 376

Pearl, Barbara
Math in Motion: Origami in the Classroom. A Hands-On Creative Approach to Teaching Mathematics. K-6.
PUB DATE- 94
NOTE- 111p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Elementary Education; *Geometry; Integrated Activities; *Manipulative Materials; *Mathematical Enrichment; Mathematics Curriculum; *Mathematics Instruction; Teaching Guides; Teaching Methods; Topology
IDENTIFIERS- Hands On Experience; *Japanese Culture; *Origami

This spiral bound teacher's guide presents techniques and activities to teach mathematics using origami paper folding.

NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Calculators; Computers; *Elementary School Students; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; *High School Students; *Junior High School Students; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Questionnaires; *Student Attitudes

This report of the National Assessment of Educational Progress (NAEP) focuses on students' and teachers' reports about the classroom contexts for learning school mathematics in the top-performing one-third of schools compared to the bottom performing one-third. In 1990, 26,652 students from 1,237 schools participated in the study, while in 1992, 26,669 students from 1,582 schools were included. Data presented relate to program and curricular emphases, mathematics teachers and their classes, instructional approaches, calculators and computers, students' perceptions about mathematics, and students' mathematics course taking. Major findings were that in the two-year period from 1990 to 1992 the following signs of progress were noted: (1) Students reported taking more advanced coursework; (2) Teachers reported moving toward a more broadly-based curriculum; (3) Students and teachers reported more access to and use of calculators and computers; (4) Students were doing more daily problem solving from their textbooks; and (5) Students reported more positive attitudes about the value of mathematics. On the other hand, teachers continued to report discrepancies in resource availability and expectations between top- and bottom-performing schools, and teachers and students reported very little change in the frequency with which students were asked to engage in extended problem-solving activity. An appendix contains an overview of procedures used in NAEP's 1992 Mathematics Assessment. (MKR)

ED 377 058 SE 055 438

Mullis, Ina V. S., Ed.
America's Mathematics Problem: Raising Student Achievement. A Synthesis of Findings from NAEP's 1992 Mathematics Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Grade 4; Grade 8; Grade 12; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Mathematics Tests; *Problem Solving; Questionnaires; *Word Problems (Mathematics)
IDENTIFIERS- *National Assessment of Educational Progress

This booklet summarizes findings from data on mathematics achievement gathered on the 1992 National Assessment of Educational Progress (NAEP) for grades 4, 8, and 12. Approximately 26,000 4th, 8th, and 12th graders in 1,500 public and private schools participated in the national assessment. Information included in the report are: trends in achievement between 1990 and 1992, distribution of overall mathematics proficiency organized by state for grades 4, 8, and 12, performance on and examples of constructed-response questions, national results for demographic subgroups on two regular characteristics on measures of science achievement, cognitive reasoning, and science attitudes using the meta-analytic approach. Furthermore, the magnitude of the relationships between the study outcomes and the methodological variables were examined. Studies carried out in 1980 through 1991 with U.S. students in grade 7 through grade 12 were included in this analysis. Of the 147 documents identified for potential inclusion in this study, 77 studies were retained for meta-analysis. Findings of this study support previous research in that significant effects were found between the study's outcome measures and gender (favoring males), and race (favoring whites). Positive relationships were found between the study's outcome measures and environmental variables which included father's education, mother's education, plans and aspirations, hours of homework, and the availability of educational items at home. Substantial positive relationships were also found between the study's outcome measures and scholastic ability, science ability, general ability, and cognitive reasoning ability. Further positive relationships were also found between the study's outcome measures and attitudinal indicators which included both attitudes toward science, and attitudes toward science learning. Exploration of the study outcomes' effect sizes associated with the methodological variables revealed significant differences across the form of publication, assignment type, method of calculating the effect size value, age levels, and grade levels. (Author)

ED 377 080   SE 055 662

White, Arthur L.; Klapper, Michael H.
Teaching as a Profession.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Educational Change; Educational Research; Elementary Secondary Education; *Professional Development; *Science Instruction
IDENTIFIERS- *National Center for Science Teaching and Learning

The National Center for Science Teaching and Learning (NCSTL) located at The Ohio State University conducts research on factors that while influencing the teaching and learning of science are generally outside teacher control. This NCSTL digest deals with the professional status and responsibility of science teachers in schools. While giving lip-service to teaching as a profession, few have been willing to establish the work environment that would promote and sustain the professional teacher. In this digest, projects of the NCSTL are described that explore the facets of science teacher responsibilities; the barriers that discourage and the resources that contribute to teacher professionalism. (PR)

ED 377 081   SE 055 663

Steelquist, Robert; Gordon, David
Educating for Action: More Success Stories from Puget Sound.
PUB DATE- Jun 93
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Employed Women; *Females; Feminism; Foreign Countries; Government Role; Legislation; Public Policy; *Social Discrimination; *Strategic Planning; *Womens Education
IDENTIFIERS- *Canada; *United Nations Commission on the Status of Women

The 1992 edition of the fact sheets provides information on new and revised Canadian government programs and policies about the implementation of the Nairobi Forward-looking Strategies for the Advancement of Women program that were adopted at the United Nations World Conference on Women in Kenya in 1985. This edition continues to address the ongoing issues of concern to women such as violence against women, AIDS, women and the law, the special needs of aboriginal women, and visible minority women. The subject areas of the fact sheets include: (1) institutional and political structures; (2) legal issues; (3) work and family responsibilities; (4) employment; (5) economic policies and planning; (6) human environments; (7) health; (8) education, statistics, and research; (9) gender discrimination; (10) women with special needs; (11) peace; and (12) international and regional cooperation. Each of the fact sheets has the name of the issue, along with relevant paragraphs from the Nairobi Forward-looking Strategies that relate to the subject. The second section of each fact sheet shows a summary of the strategies identified. The third section provides current information on the issues addressed by the Canadian government in partnership with the provinces and territories. Some fact sheets contain a fourth section about Canada's initiatives to address and encourage worldwide implementation of the Strategies and a fifth section of references to further information. (CK)

ED 377 097 SO 024 278

Lin, Phylis Lan
Characteristics of a Healthy Family.
PUB DATE- 94
NOTE- 16p.; For a related document, see SO 024 330.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beliefs; Communication Skills; Coping; *Family (Sociological Unit); Family Attitudes; *Family Characteristics; *Family Environment; *Family Health; Family Involvement; *Family Life; Family Problems; *Family Relationship; Group Unity

The reason for studying the characteristics of a healthy family is to encourage and strengthen the family and to move toward an enriched family life by using the characteristics as bench marks. Six characteristics are discussed as the essence of a healthy family: (1) commitment; (2) togetherness; (3) appreciation; (4) good communication; (5) spiritual well-being; and (6) coping with crisis and stress. The commitment section focuses on the survival of the family through the different roles in the family coordinating, working together, and being supportive of each other. The togetherness section presents the importance of families arranging family time together. The appreciation section examines the need of individuals to be appreciated and admired by others. The next section describes

Assessment in Art Education" (Judith Smith Koroscik); (2) "A Comparison of Novice-Expert and Developmental Paradigms in Terms of Their Use in Work on the Assessment of Student Learning in Art Education" (Michael J. Parsons); (3) "An Approach to the Assessment of Art Learnings" (Arthur D. Efland); (4) "Local Art Knowledge: A Basis for Rethinking the Art Curriculum" (Karen A. Hamblen); (5) "Teaching with Literature in the Elementary School: A Descriptive Study Applying the Transactional Theory" (Carol Cox; James Zarrillo); (6) "Analysis of Elementary Curriculum Materials: Developing Children's Higher Order Thinking Through the Teaching of Literature as an Art" (Mary Ellen VanCamp); (7) "Media Design and the Educational Experience: or What Can Formalism Offer Media Design" (Barbara Erdman); (8) "Adolescent Development of Autonomy: Examining the Film 'Harold and Maude'" (Diane Propster); (9) "The Social Nature of Aesthetics: Taking the Notion Seriously" (Lynda Stone); (10) "The Creative Process from the Perspective of Artists" (Ilene B. Harris); and (11) "Legislation and Schooling" (P. E. Bolin). A brief program agenda concludes the volume. (MM)

ED 377 118   SO 024 461

Himmell, Rhoda
The Role of Women in Medieval Europe: A Unit of Study for Grades 10-12.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Females; Foreign Countries; Grade 10; Grade 11; Grade 12; High Schools; *History Instruction; *Medieval History; Primary Sources; Social Studies; *Womens Studies
IDENTIFIERS- *Europe

This unit is one of a series that represents specific moments in history from which students focus on the meanings of landmark events. This unit consists of lessons focused on selected topics in medieval history that define and describe the roles of women. The lessons examine the roles of women in the Early Middle Ages with particular emphasis on the culture of the Germanic tribes that penetrated the Roman Empire, property rights of women in the feudal framework, the participation of women in the expansion of cultural and intellectual pursuits in the 11th through 13th centuries, and demographics and the occupational roles of women in the late Middle Ages. A role playing project that applies to several important topics of the Middle Ages and that includes many female roles is included. The unit is designed with five objectives: (1) to identify and describe some important and prominent roles that women played in medieval social, economic, and political life; (2) to understand that women's roles varied according to time, place, and circumstance throughout the medieval period; (3) to recognize that male attitudes established more or less the place of women within the framework of medieval society; (4) to gain experience in the analysis of primary source documents as a fundamental aspect of history; and (5) to practice formulation of generalizations from specific descriptive materials. The unit contains a 15-item annotated bibliography. (DK)

Instructional Materials; *Law Related Education; Secondary Education; Social Studies; Teaching Methods
IDENTIFIERS- *Maryland; United States Constitution

This book explains the development and current workings of the American and Maryland judiciaries. An interview with the Honorable Arthur M. Monty Anhalt of the Circuit Court of Prince George's County, a long-time advocate of law education, presents a realistic view of the principles by which jurists operate in their daily effort to impart justice. Abraham A. Dash provides an essay on the Maryland judiciary that describes the common law tradition, the pre-revolutionary courts of Maryland, the judicial consequences of the revolution, the development of Maryland's present judicial structure, and the Maryland courts today. A section on teaching methods elaborates the case-study, adversarial, and mock-trial approaches to teaching legal concepts, including rationale and procedures. Seven lesson plans introduce the structure of the Maryland court system, the physical setting of the courtroom, trial participants, procedure, jury selection, a court house field trip, and a debriefing for the visit. The lesson plans provide handouts and quizzes. The Constitution of Maryland and the U.S. Constitution are included in the appendices. (JD)

ED 377 138 SO 024 692

Pereira, Carolyn
Educating ESL Students for Citizenship in a Democratic Society. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Teachers; *Citizenship Education; *Cooperative Learning; Curriculum Development; Democracy; Educational Resources; Elementary Secondary Education; *English (Second Language); Instructional Materials; *Second Language Instruction; *Teaching Methods
IDENTIFIERS- ERIC Digests

The growing population of "English-as-second language" (ESL) students in the United States need to learn how to cope with the rights and responsibilities of citizenship in the U.S. Because of this, civic education should pervade the curriculum for ESL students. This ERIC digest treats five facets of civic education for ESL students: (1) needs and goals, (2) content and curriculum materials, (3) use of cooperative learning, (4) use of outside resource persons, and (5) national organizations that provide resources for teachers. The process of acculturation is essential in the area of U.S. civic culture--government, laws, criminal and civil rights, and civic values. To live in any kind of harmony with U.S. institutions and to make a productive contribution to national democratic life, students from other cultures need both information about and experiences in the political system of the United States. The principles, practices, and values of U.S. constitutional democracy comprise the cultural core of our pluralistic society. Citizens in possession of the democratic civic culture are able to protect their private rights, pursue personal interests, and contribute to the public good. Because language is both the vehicle and the most profound expression of socialization and teacher development. Data were gathered using participant observation, verbalized thinking, and in-depth interviews. Data were analyzed by isolating both common and different experiences of the two participants and attempting to account for them in terms of developmental "stage" theories and the personal and situational factors which influenced the participants' development. Significant issues confronting the two teachers included: maintenance of efficient professional practice in the face of heavy clerical and extracurricular pressures and poor health; maximization of teacher development opportunities; tensions created by conflicting demands of background and practice; lack of a contextually oriented classroom management plan; and the isolated nature of teaching. The development of both teachers seemed to follow less a "staged" pattern than a "rhythmic" pattern. Neither teacher began in survival mode and then progressed to "advanced beginner" or "mastery." One remained in survival mode for the duration of her first year of teaching; the other began teaching as an advanced beginner and found herself struggling to survive in response to personal and situational factors. (Contains 24 references.) (JDD)

ED 377 157   SP 035 562

Gay, Jan; Ryan, Maureen
Teachers' Ideas--Continuity and Change.
PUB DATE- 4 Jul 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; Case Studies; Change; *Developmental Continuity; Developmental Stages; *Educational Environment; Educational Policy; Elementary Education; *Environmental Influences; Foreign Countries; Higher Education; Literature Reviews; *Professional Development; *Teacher Attitudes; Teacher Education; Teacher Role; Teaching (Occupation)
IDENTIFIERS- Australia; Footscray Institute of Technology (Australia)

Case studies are presented of the induction and professional development of five young teachers, specifically focusing on the impact of structural and policy changes (external workplace environment) on the ideas of young teachers in schools (internal workplace environment). The case studies investigate issues of continuity and change in teachers' ideas about teaching. Subjects are graduates of the Diploma of Teaching (Primary) at Footscray Institute of Technology (now the Victoria University of Technology) in Melbourne, Australia. The main orientation of the teachers' earliest comments is towards their work with children and their preparation of those children for their lives ahead. Consequently, references are made to providing opportunities for children to develop employment and living skills and to have successful experiences which will enhance their self-esteem. Later, it seems that the values held most strongly by the teachers have persisted in their work in the classroom and are also applied to other parts of their teaching role including administration, organizational, and policy development duties. (Contains 16 references.) (JDD)

ED 377 176 SP 035 615

Dalton, Stephanie S.; And Others
A Program Evaluation of Support-and-Assessment of Beginning
  Teachers: A Responsive-Teaching Alternative to Diagnosis-and-
  Prescription.
PUB DATE- 94
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; College School Cooperation; *Educational Assessment; *Educational Practices; Elementary Secondary Education; Evaluation Methods; Higher Education; Journal Writing; Preservice Teacher Education; *Program Effectiveness; Program Evaluation; Self Evaluation (Individuals); Social Support Groups; Teacher Attitudes; *Teacher Evaluation; Theory Practice Relationship
IDENTIFIERS- *Beginning Teacher Support and Assessment Proj CA; University of California Santa Cruz

The Santa Cruz County Beginning Teacher Support and Assessment (BTSA) program provides social and instructional support for novice teachers assigned primarily to language minority classrooms. This report, an evaluation and assessment of the program, is organized into chapters as follows: (1) "Introduction and Overview"; (2) "Program Descriptive Data: Participants and Operations" (demographics of beginning teachers and distribution of support by type, amount, and domain); (3) "Project Evaluation by Participants"; (4) "Teacher Beliefs and Self-Perceptions of Instructional Practices"; (5) "Interactive Journal and Individual Learning Plan Analysis"; (6) "BTSA as a Community of Practice: An Interpretive Analysis" (an integrated, interpretative analysis of the current practices of BTSA advisors and administration); and (7) "The Relationship between Assessment and Support: Theory and Practice" (a theoretical foundation for the forms of support and assessment practiced by BTSA). The final chapter provides recommendations for adjusting the BTSA program for the improvement of assessment of teacher needs and competencies. The recommendations fall into two general types: the organization of assessment and the methods of assessment. One recommendation was that the BTSA program be reviewed and adjusted so that opportunities for support in the school context be increased to match the successful support services encountered in preservice and advisor contexts. It was also recommended that BTSA preserve some form of objective evaluation. (Contains 19 references.) (LL)

ED 377 177 SP 035 617

Stahlhut, Richard; Hawkes, Richard R.
Using Computer Conferencing Technology To Assist Collaboration
  between Higher Education Faculty, Student Teachers and K-12
  Practitioners.
PUB DATE- 12 Nov 94
NOTE- 10p.; Paper presented at the Mid-America Regional Conference (Omaha, NE, November 10-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Computer Networks;

Teachers; Time; Time Blocks; *Time Management

This newsletter on educational innovation contains a reflection on educators' time limitations, a personal examination of the "teacher as coach" analogy, and several brief descriptions of programs in school renewal, innovation, and teacher education around the nation. Shari Castle and Gary D. Watts argue, in "Temporal Tensions: The Tyranny of Time," that traditional ways of arranging the educational calendar and teacher roles constrain time and so subvert innovation and creativity. They examine a 1991 survey of faculty for five broad strategies for change with specific examples of applications currently being practiced. The strategies were: (1) freeing up teachers from time constraints; (2) restructured or rescheduled time through altered calendar, school day, or teaching schedule; (3) establishing "common" planning time; (4) finding better, more efficient ways to use faculty meetings and staff development days; and (5) new ways to "purchase" time. In "A Players Guide to the Sport of Teaching," Kris Asthalter, a volleyball enthusiast, reflects on the teacher-coach analogy. This contributor finds that the analogy's greatest value is its emphasis on the affective domain--the opportunity for modeling and nurturing individual and team character that occurs in a coach-player relationship is a rich resource for teachers. A third section offers descriptions of two exemplary programs, two MIL Consortium comprehensive school renewal efforts, seven district-wide innovation efforts, and developments in the Teacher Ed Initiative. The final section contains selections from teacher discussion on an electronic network of topics treated in this newsletter. (JB)

ED 377 194   SP 035 650

Hauser, Jerald
College Entries into Portfolio Assessment--Why, How, and What To Watch Out For.
PUB DATE- 6 Oct 94
NOTE- 18p.; Paper presented at the University of Redlands "Linking Liberal Arts and Teacher Education" Conference (San Diego, CA, October 6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Instruction; *College Students; Elementary Education; Evaluation Criteria; Evaluation Methods; Evaluation Problems; Higher Education; *Portfolio Assessment; Portfolios (Background Materials); Preservice Teacher Education; *Student Evaluation
IDENTIFIERS- Portfolio Performance Appraisal System; Preservice Teachers

This paper examines the use of student portfolios for assessment at the college level. Portfolios, which have recently been used extensively on the elementary and middle school levels, are collections of artifacts gathered to represent a student's work. After describing current dissatisfactions with the dominant standardized testing student assessment format, the paper discusses precursors to portfolios in earlier educational practice which often involved student demonstration of achievement through public actions or actual products. The next section describes the ways in which portfolio efforts should advance student skills in work planning, task prioritizing, and logical thought as well as having an overall student enabling quality. A section on types of portfolios describes the portfolio as a "purposeful" collection of student work had four components: native language literacy instruction; the natural language approach; problem posing; and a family literacy program. Classes were team taught by a bilingual and an English-as-a-Second-Language teacher/intern and met 4 days a week for 3 hours a day. In the course of the project it was learned that Hmong adult refugees can and do respond to literacy instruction if the conditions and processes of instruction conform to both their perceived and their real learning needs. Realization of student perceptions differing from administrative perceptions led to adjustment of the basic program approach. The report outlines the program's overall design, population background information, general findings, description and evaluation of instructional components and project administration, project significance, and recommendations for both administration and instruction. Appended materials include sample lesson plans, student outcomes for the problem-posing component, sample family literacy tutor report, organizational chart, timeline, bilingual consultant reports, and documents from the program's closing ceremony. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 376 751 FL 800 838

Project ESL Consortium. Final Report.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 10 Jan 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; Conversational Language Courses; Daily Living Skills; *English (Second Language); Enrollment Rate; Instructional Materials; Language Laboratories; *Limited English Speaking; *Literacy Education; Program Descriptions; Program Evaluation; Referral; *Second Language Programs; *Student Placement; Student Recruitment; Teacher Education; Technical Assistance
IDENTIFIERS- South Carolina (Greenville)

Activities and results of the Greenville (South Carolina) English-as-a-Second-Language (ESL) and literacy program for limited-English-proficient community members are described briefly. The cooperative program involves the local literacy association, school district adult education program, and technical college, and offers ESL placement and instruction at all levels of language proficiency, both individualized and in small and large group contexts, and instruction in American culture. Program accomplishments described here include: centralized intake testing; referral services; expanded language laboratory usage; expanded instructional and supplementary materials at all instructional levels; decreased duplication of effort; expanded class offerings and reduction of the waiting list; student recruitment efforts; expanded and improved teacher training; expanded and improved technical assistance services; program evaluation; and dissemination of program results. Supporting materials, appended to the report, include tutor, class, and language laboratory log sheets; referral forms; student interest inventory, outline and evaluation sheet for the teacher orientation program; library procedures; library inventory; student exit self-evaluation; teacher training followup checklist; and student recruitment poster. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education) address these challenges, universities need to emphasize applied and interdisciplinary curricula, enhance program delivery systems, develop centers for applied research, link universities via telecommunications networks, sponsor community education centers, and assure the quality of their educational programs. (MDM)

ED 376 769 HE 027 906

McMullan, Sandra H.
Managing Liability. Employment Discrimination: A Risk Management Strategy.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Administrator Role; *Age Discrimination; College Administration; Court Litigation; *Disability Discrimination; *Equal Opportunities (Jobs); Higher Education; Institutional Role; Law Enforcement; Legal Problems; *Legal Responsibility; Prevention; Program Descriptions; Risk; *Risk Management; *Sexual Harassment

This booklet discusses the risks that educational institutions face in regard to employment discrimination litigation and outlines a program to effectively manage such risks. Institutions need to address three main types of employment discrimination issues: sexual harassment, disability-based discrimination, and age discrimination. To deal with these concerns, educational institutions should implement a five-step employment liability management program to help minimize the potential liabilities resulting from employment discrimination claims. Institutions need to: (1) identify the most pressing employment discrimination liability concerns; (2) conduct an employment liability audit; (3) evaluate employment policies and procedures, revising them if necessary to minimize exposure; (4) provide training to those who supervise others or make employment decisions; and (5) utilize alternative dispute resolution (ADR) to resolve employment-related complaints. Examples of recent court cases are provided, as well as a list of suggested training materials (MDM)

ED 376 770 HE 027 907

Gulland, Eugene D.
Developing Effective and Legally Sound Alcohol Policies.
PUB DATE- 24 Oct 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Alcohol Abuse; Alcohol Education; College Administration; College Role; *Colleges; Court Litigation; *Drinking; Higher Education; Law Enforcement; Legal Problems; *Legal Responsibility; Policy Formation; Prevention; *Risk Management; *School Policy; *Student Behavior; *Universities

This booklet examines the risks that college and universities recruitment techniques were on-campus interviewing, referrals from current employees, job listings posted with college career services and internship programs; (4) employers expected a 3.0 or better grade point average; (5) "people" skills were heavily valued in potential employees including strong team work and communication skills; (6) computer skills were valuable assets for graduates; (7) employers found that new graduates expected too much money, were unwilling to spend time in apprenticeship positions, resisted starting at the bottom of an organization, and regularly lacked interest; (8) successful graduates understood employers' needs and showed themselves as solutions to employers' problems. (JB)

ED 376 788 HE 027 927

Jutras, Phillip F.
Developing Students' Capacity for Learning and Thinking through Integrated Curriculum and Team Learning Experiences.
PUB DATE- 10 Jul 94
NOTE- 13p.; Paper presented at the Annual International Conference of the International Association for the Study of Cooperation in Education (13th, Portland, OR, July 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; College Faculty; College Instruction; College Students; Cooperative Learning; Curriculum Design; Educational Change; Experiential Learning; Grouping (Instructional Purposes); Higher Education; *Integrated Curriculum; *Interdisciplinary Approach; Learning Experience; *Learning Processes; Management Development; Program Descriptions; *Student Development; Teacher Role; Teaching Methods; *Thinking Skills; Undergraduate Study
IDENTIFIERS- *Regis College MA

Regis College (Massachusetts) has expanded student learning skills through through changes in the management program toward increasing integration of management and liberal arts disciplines and increased opportunities for cooperative and experiential learning. The program stresses making conceptual connections and part/whole relations in team-learning situations. Four key courses shape students' development: Administrative Theory, Organization and Environment, System Dynamics, and Leadership. These contain and reinforce key instructional changes intended to alter student/faculty relationships and roles. Students engage in team learning to solve classroom problems, conduct research, and organize change projects. Students develop divergent thinking and incorporate alternatives in diverse groups. Both management and liberal arts faculty teach integrated courses designed to build both content and process skills into the academic experience. Regis has evaluated its program with traditional student summary feedback forms which also ask about teamwork and interdisciplinary learning, student self-assessment of contribution to task, and total group grades for projects and presentation. Plans for future evaluation methods include open feedback sessions at the conclusion of courses. Appended is am example of integrated content taken from a unit on history, work, and society within the course on Administrative Theory and Practice. (JB)

ED 376 789 HE 029 913

principals, which represented a response rate of 84% for superintendents and 53% for principals. The major findings of the survey from responding schools are as follows: (1) nearly half of the superintendents and principals rated instructional technology as a high priority for their schools; (2) almost half of the teachers use some form of instructional technology daily; (3) principals estimate that 37% of students use some form of instructional technology daily; (4) wide disparities exist across the state in the kinds of technologies available in schools; (5) many computers in Alaska schools are older models limited in their to application potential to new and emerging instructional uses; (6) training teachers to use technology is the most prevalent need beyond additional funding for technology. Recommendations include that school districts that place a priority on the role of technology should develop a comprehensive plan for its acquisition and implementation, teachers must be trained to use the technology as effectively as employees in the private sector, educational equity will not be realized in the information age until all schools are capitalized with the hardware necessary to take advantage of new technologies integrating voice, video, and data, and the state should explore its role in building a wide area network infrastructure to ensure that all students have access to online data networks, video resources, and distance education resources. (DGM)

ED 376 807 IR 016 918

High Performance Computing and Communications: New Program Direction Would Benefit from a More Focused Effort. Report to the Chairman, Committee on Armed Services, House of Representatives.
PUB DATE- Nov 94
NOTE- 41p.; For the report on a related House hearing, see ED 346 835; for related reports from other federal agencies, see ED 365 296 and ED 367 315.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Computer Networks; Computer System Design; Federal Government; Futures (of Society); Government Role; *Industry; Information Networks; Information Systems; *Information Technology; Private Sector; *Program Development; Research and Development; *Technological Advancement
IDENTIFIERS- *High Performance Computing; *National Information Infrastructure

The House Armed Services Committee asked the GAO (General Accounting Office) to examine the HPCC (High Performance Computing and Communications) program in terms of: (1) the effectiveness of the program's management structure in setting goals and measuring progress, and (2) how extensively private industry has been involved in the planning and execution of this program. The HPCC program aims to accelerate the research and development of high performance computers and networks and promote the use of those resources in both the federal government and the private sector. The administration is now broadening the role of the HPCC program in developing new technology in support of the NII (National Information Infrastructure), and industry participation is crucial for the creation of new products and services for the NII. The GAO recommended that the HPCC program develop a detailed technical agenda as a framework for guiding the government's investment in HPCC research. The HPCC budgets are developed without formal guidelines, and a more standardized method for spending could applications, and provide insight into its extensiveness. Four appendices condense additional information on the ADA and related statutes and services. An index prepared by Joan Griffits is included. (BBM)

ED 376 827 IR 055 286

Dowd, Frances Smardo
Latchkey Children in the Library & Community: Issues, Strategies, and Programs.
PUB DATE- 91
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Community Organizations; *Community Programs; Elementary Secondary Education; Fiction; Films; Filmstrips; *Latchkey Children; *Library Role; *Library Services; National Surveys; Nonfiction; Preadolescents; *Public Libraries; Questionnaires; Videotape Recordings

Noting that as many as 15 million elementary school children are regularly left without adult supervision for several hours after school each day until an adult returns home from work, this book focuses on what is happening and what could happen to latchkey children in terms of the community as a whole, as well as in regard to public libraries. The first of three parts, "Children in Self- Care after School," presents statistics and contributing factors and considers the implications and impact of leaving children in self-care. The second part, "Latchkey Children in the Community," discusses local and national responses including programs offered by agencies other than the library for these children and self-care supportive programs. The third part, "Latchkey Children in Public Libraries," discusses why these children present a dilemma for public libraries and presents what national research tells us about library latchkey children, library responses to the problem, and recommendations for future library services. Each of the eight individual chapters includes references. Appended materials provide copies of questionnaires used in 1988 and 1990 national surveys; an annotated bibliography of print and nonprint fiction and factual materials for youth about latchkey children; a list of latchkey organizations and agencies; and the names, addresses, and telephone numbers of public libraries in case studies. (BBM)

ED 376 828 IR 055 287

Callison, Daniel; Morris, Jacqueline
Case Studies in Managing School Library Media Centers.
PUB DATE- 89
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *Case Studies; Censorship; Elementary Secondary Education; *Information Technology; *Learning Resources Centers; Library Administration; Library Automation; Library Cooperation; Library Facilities; Library Funding; Library Planning; Library Policy; Library Statistics; Library Surveys; *Media Specialists; Public Libraries; School Libraries

Thirty-two case studies illustrating problem areas and situations that develop in the modern environment of the electronic school library media program are presented for use by library science

"Policies and Procedures," explains the interlibrary loan patron interview, the interlibrary loan request form, verification and location, transmission of requests, office routines and records, insuring interlibrary loans, and international borrowing and lending. Chapter 7, "Document Delivery," reviews commercial suppliers, downloading, telefacsimile, campus delivery, home delivery, and alternative methods of delivery. Chapter 8, "Issues and Trends," is about access to information, document delivery, copyright concerns, organization and administration, and international trends. Sample ILL loan codes, ILL agreements, ILL job descriptions, and an annotated bibliography for the ILL professional are appended. Contains 287 references and an index. (DGM)

ED 376 848 IR 055 324

Gatten, Susan B.
The Development of Home Schooling Services in the Public Library: A Case Study.
PUB DATE- May 94
NOTE- 36p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Course Integrated Library Instruction; Elementary Secondary Education; *Home Schooling; *Librarian Teacher Cooperation; Library Collections; Library Role; *Library Services; Nontraditional Education; *Public Libraries
IDENTIFIERS- Ohio; *Stow Public Library OH

This paper examines the choices that Stow Public Library in Stow, Ohio made to respond to the needs of home schoolers. Home schooling is when parents choose to educate their children at home instead of following the traditional method of educating them at public or private schools. The objective of this research is to create a model of potential services and programs for public libraries to use when creating services and programs for home schoolers, and to evaluate this model by doing a case study of Stow Public Library's home schooling services. Services and programs in the model include: providing a positive and helpful attitude; files with state laws and regulations about home schooling; lists of relevant organizations, of contacts within the local public schools, of people willing to provide tours or act as speakers; handouts specifying services, equipment and book lists available to the home schooler; bibliographies; space for displays done by home schooled children; the librarian attending the meetings of the home schooling organization; the librarian giving presentations on using the computer catalog or databases; author/illustrator studies; story hours; setting up a volunteer aides program; providing access to career materials; and a well-rounded collection. (Contains 24 references.) (DGM)

ED 376 849 IR 055 325

Hammer, Kevin G.
Off-Campus Library Services and the Impact of NCA Accreditation.
PUB DATE- May 94
NOTE- 38p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Accreditation (Institutions); *Distance Education; *Extension Education; Higher Education;

problems as their primary reason for leaving; (5) respondents gave a 3.14 rating out of 4 to their overall educational experience, while instructional quality was rated at 3.37; (6) only 38% of the leavers were employed full-time, compared to 62% in a 1987 survey; (7) the average salary for full-time employed leavers was $18,780; and (8) the number of leavers who transferred was 35%, the highest in 10 years. Data tables are included. The survey instrument and cover letters are appended. (KP)

ED 376 867 JC 940 587

Pennsylvania College of Technology Sourcebook, 1993-1994.
PUB DATE- May 94
NOTE- 307p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Planning; Community Colleges; *Enrollment; Enrollment Trends; Females; Governance; *Institutional Characteristics; Males; Statistical Data; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Pennsylvania College of Technology

This report provides a statistical profile of Pennsylvania College of Technology (Penn College) and its environment for 1993-94. The first two sections provide a profile and history of the college, organizational charts, and a description of the governance system. Section III provides tables on students, including numbers of applications, enrollments, and graduates; enrollments by age and sex, sex and attendance status, race and sex, and service area and county; student academic preparation, grades by division, and retention and graduation rates by division and program; student reasons for enrolling and leaving Pen College; occupations with the fastest growing jobs; and continuing education enrollments by program area and location. Section IV describes 14 competing institutions in Penn College's service area, including enrollments, tuition, and fees, while section V presents data on the potential student pool, including high school graduates, completion rates, and college and Penn College entrance rates by county and school district. Section VI focuses on Penn College personnel, including full- and part-time staff by occupational activity, racial/ethnic background, and sex; average full-time salaries by employee group and academic status; and faculty distribution by division and academic rank. Finally, section VII provides campus maps and descriptions of facilities, square footage, and classroom and lab space, while section VIII presents tables on such financial areas as average cost per full-time equivalent student by operating unit; tuition and fees; financial aid awarded; and grants, contracts, revenues, and expenditures. (KP)

ED 376 868 JC 940 588

Project Profile Report. Fall 1993.
PUB DATE- Jun 94
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Planning; Community Colleges; Enrollment; *Enrollment Trends; Longitudinal Studies; *Student Attitudes; Student Behavior; *Student Characteristics; Trend Analysis; Two Year Colleges; Two Year College Students

Community Colleges; *Diversity (Institutional); *Employment Practices; Hispanic Americans; *Minority Groups; Personnel Policy; Personnel Selection; *Racial Balance; Teacher Integration; Two Year Colleges

Dealing with issues relating to creating and maintaining a diverse faculty at the community college level, this collection of articles focuses on African-American and Hispanic faculty and presents both theoretical and practical considerations for administrators and scholars. The following articles are included: (1) "The Status of Faculty in Community Colleges: What Do We Know?" by Deborah J. Carter; (2) "African American Faculty in Community Colleges: Why They Aren't There," by William B. Harvey; (3) "California Community College Faculty from Historically Underrepresented Racial and Ethnic Groups," by Dorothy M. Knoell; (4) "Achieving Diversity among Community College Faculty," by Freddie W. Nicholas, Sr., and Arnold R. Oliver; (5) "Effective Strategies for Enhancing Minority Faculty Recruitment and Retention," by Ronald D. Opp and Albert B. Smith; (6) "Bridging the Gap: Recruitment and Retention of Minority Faculty Members," by Jerry Sue Owens, Frank W. Reis, and Kathryn M. Hall; (7) "Recruitment and Retention of Minority Faculty," by Piedad F. Robertson and Ted Frier; (8) "Minority Faculty Recruitment and Retention Strategies: The Maricopa Experience," by Alfredo G. de los Santos, Jr.; (9) "Critical Perspectives on Community College Education," by James Valadez; and (10) "Sources and Information: Recruiting and Maintaining Minority Faculty," by Frankie S. Laanan. (MAB)

ED 376 885   JC 940 657

Perry, Pauline; Ford, Christine
Our First Year of "Guides."
PUB DATE- Nov 94
NOTE- 14p.; Paper presented at the Annual Conference on Information Technology of the League for Innovation in the Community College (10th, Houston, TX, November 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; *English Instruction; *Reading Instruction; *Remedial Instruction; Two Year Colleges; Word Processing

"Guides," the College Board's software for developmental students, was leased by Western Oklahoma State College (WOSC) in spring 1993 in the hopes that it would enable the college to implement a remedial program independent of the classroom. Because of funding considerations, the Learning Resources Center (LRC) and the Communications Division had originally agreed to share the responsibility and funding for the computer-assisted remedial English courses. Subsequently, however, the State Regents agreed to assess an additional $13 per hour fee for junior college developmental courses, and the $2,000 lease amount for "Guides" was paid from this Developmental Studies fund. Though the assumption was that "Guides" could be used on a stand-alone basis, its first use was as a supplemental part of a regular classroom course. Based on experience with the use of the software, student end-of-term comments, and visits to college learning centers in Oklahoma and Texas, it became clear that "Guides" would not work very well except in a directed environment. Students indicated that "Guides" was helpful, but that they needed the textbook, chapter quizzes, paragraph writing assignments, along with "Guides." The use of "Guides"

IDENTIFIERS- *Commission d Evaluation de l Enseignement Coll PQ; Quebec

One of the mandates of Quebec's Commission d'evaluation de l'enseignement collegial is to assess institutional policies on program evaluation (IPPE's), and their implementation frameworks. This document examines the Commission's mandate, aims and approach; Commission guidelines on the formulation of institutional policy on program evaluation; and the evaluation conditions and criteria governing the policy and its implementation. Part I of the report covers the Commission's mandate and the renewal of college education in Quebec; the legal framework of college program evaluation; the Commission's aims for evaluation IPPE's; and a progressive approach targeting the development of systematic institutional program evaluation practices. Part II provides a definition of an IPPE; a discussion of the conditions (i.e., leadership, participation, and respect for ethics) and characteristics (i.e., relevance, feasibility, and stringency) of a quality evaluation. This section also describes the essential elements of an IPPE: (1) general policy aims and objectives; (2) responsibility sharing; (3) program information system; (4) method of identifying the programs to be evaluated; (5) program evaluation process; and (6) policy review mechanism. Part II concludes by establishing the connection between an IPPE and the evaluations requested by the Commission. Part III focuses on conditions and criteria for policy evaluation and for the evaluation of policy implementation. A summary of the Commission's requirements and suggestions is appended. (KP)

ED 376 903 JC 950 010

Perceptions of Student Services, Spring 1992. Summary of Results from Student Services Effectiveness Survey.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Admission (School); *Ancillary School Services; Community Colleges; *Counseling Services; Information Needs; *Participant Satisfaction; Questionnaires; School Registration; School Surveys; *Student Attitudes; *Student Personnel Services; Two Year Colleges; Two Year College Students
IDENTIFIERS- Centralia College WA

In spring 1992, a survey was conducted at Centralia College, in Washington State, asking students, faculty, and staff to assess the effectiveness of the college's student services. The survey was administered to 61 faculty and staff members and 346 students selected randomly from general education classes. Overall, responses and comments indicated that services at Centralia College were viewed positively and had a major impact on the success of students. The ratings assigned by faculty/staff and students were generally in close agreement. Services receiving the highest ratings from students included registration assistance; transcripts; student employment office; job search and resume writing assistance; financial aid; and handicapped services. Services rated highest by faculty and staff included registration; student discipline; dean of students office; student employment; handicapped services; and educational talent search. General issues which need to be addressed include: (1) developing a student services marketing plan; (2) strengthening the role of student advocacy; (3) improving services through increased funding and better coordination; (4) examining the location of programs to

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Child Abuse; Children; Classroom Techniques; *Cocaine; Community Programs; Drug Abuse; *Drug Addiction; Drug Rehabilitation; Early Childhood Education; *Early Intervention; *Educational Strategies; *Infants; Language Acquisition; Medical Services; Mothers; Motor Development; Parent Role
IDENTIFIERS- *Crack Babies; *Fetal Drug Exposure

This book examines the growing epidemic of children born to mothers who use cocaine, particularly the highly addictive version known as "crack," focusing on the health and educational needs of such children. Nine chapters address: (1) the origins of cocaine use in the United States, as well as the chemical properties and physiological effects of the drug; (2) the emergence of crack cocaine in the 1980s and the psychological correlates of crack use; (3) the impact of expectant mothers' crack use on the fetus, and the characteristics of the crack baby; (4) the persistent motor, language, and behavior problems experienced by crack-exposed infants and children; (5) community policies and strategies for dealing with crack-exposed infants; (6) multi-disciplinary support systems for mothers and children, including treatment systems for crack addiction and the prosecution of abusing mothers; (7) care systems for crack-exposed infants and toddlers, and protocols for management of drug-related child abuse; (8) educational policies and practices for use by schools in dealing with crack-exposed children; and (9) classroom management strategies for use with crack-exposed students. Contains approximately 120 references. (MDM)

ED 376 922 PS 022 336

Stevenson, Chris, Ed.; Carr, Judy F., Ed.
Integrated Studies in the Middle Grades: "Dancing Through Walls."
PUB DATE- 93
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Curriculum Development; Early Adolescents; Instructional Innovation; *Integrated Activities; *Integrated Curriculum; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Middle Schools; Nontraditional Education; Personal Narratives; Program Descriptions; *Student Centered Curriculum; *Student Interests; Units of Study

A group of middle level teachers collaborated in designing some innovative teaching units about topics already known to be inherently interesting to their students. The students' interests were integrated with existing curriculum goals. This book presents the teachers' insights on this project and includes detailed examples of integrated curriculum units, along with concrete examples, planning guides, and practical advice. Fifteen chapters follow the introduction, "An Invitation to Dance" (Chris Stevenson and Judy F. Carr). The chapters are: (1) "Goals for Integrated Studies" (Chris Stevenson and Judy F. Carr); (2) "Integrated Studies Planning Framework" (Chris Stevenson and Judy F. Carr); (3) "The Big HooHa: Toward Sound Mind and Body" (Peter Straub); (4) "A Self-Study" (Janet Bellavance and Susan Girardin); (5) "On the Road computer technology for young children, especially those with disabilities. In addition to software evaluations and general articles on computer technology, the booklet gives ideas for creating software and making a personalized computer T-shirt; practical advice on making a Turtle Cursor and McGee Programs; and helpful hints on locating funding sources, assisting children at the computer, and preparing the computer environment. (AS)

ED 376 941 PS 022 714

Hoge, Robert D.; Wichmann, Cherami
An Evaluative Review of Interview and Rating/Checklist Instruments for Assessing Social/Emotional Competence in Preschool Children.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 94
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Check Lists; *Emotional Development; Evaluation Criteria; Evaluation Methods; *Interpersonal Competence; Interviews; *Preschool Children; Preschool Education; Psychological Testing; Questionnaires; *Screening Tests; Standardized Tests; Test Reliability; Test Validity

Noting that reliable and valid measures of competence are essential for preschool screening, diagnostic, and research purposes, this review for practitioners and researchers presents an inventory and evaluation of standardized measuring instruments designed for assessing social and emotional competence in preschool children. A total of 39 instruments, presented in alphabetical order, are reviewed. Instrument types include Q-sort, behavioral checklists, and interview ratings. Each instrument is described in terms of: (1) background information (including type of instrument and target population); (2) scoring format; (3) evaluative information (normative data, reliability, validity, and other considerations); and (4) summary comments. The most recent addresses for information about the instrument are also presented. An overview of theoretical and methodological issues relating to the measures is included. Contains 138 references. (WP)

ED 376 942 PS 022 716

Ebb, Nancy
Child Support Reform: A State Checklist for Change.
PUB DATE- Jun 94
NOTE- 17p.; For a related document, see PS 022 681.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Check Lists; Child Advocacy; *Child Support; *Law Enforcement; *Parent Responsibility; Policy Formation; Program Descriptions; *Social Services; Staff Development; *State Action; State Agencies; State Legislation; State Programs
IDENTIFIERS- *Noncustodial Parents; Paternity Establishment

Noting that fundamental reform of child support policy that tending a garden or raking leaves, care of the outdoor environment and of growing things promotes mental as well physical development. (AA)

ED 376 961 PS 022 780

Karr, Jo Ann
Collaborative Assessment.
PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Checklists; Educational Attitudes; Elementary Education; *Evaluation Criteria; *Evaluation Methods; Parent Participation; Peer Evaluation; Student Centered Curriculum; *Student Evaluation; *Student Participation
IDENTIFIERS- *Collaborative Evaluation

This paper discusses the development of collaborative assessment models, using a laboratory study of rocks by middle school students as an example. It focuses on the use of collaborative assessment as part of an ongoing classroom process that involves the teacher, student, peers, and a family member. A schedule of checkpoints can be developed for each evaluation to monitor progress and achievement over the course of a project or unit. Reflective notes about how to improve the next lab can be written right in the lab by both the teacher and students. Rubrics (the criteria to be evaluated) need to be set up for each person examining the designated activity. The selection of different rubrics for multiple tiers of evaluators provides the student with feedback from varying perspectives to regulate how he or she proceeds in future learning activities. Grades can be determined based on either performance in relation to others or performance in relationship to a specific standard. Sample rating charts are included. Contains four references. (MDM)

ED 376 962 PS 022 784

Musson, Steve; Gibbons, Maurice
The New Youth Challenge: A Model for Working with Older Children in School-Age Child Care.
SPONS. AGENCY- Canada Employment and Immigration Commission, Ottawa (Ontario).
PUB DATE- 88
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Children; Elementary Education; Feedback; *Individual Development; Motivation; Personal Autonomy; *School Age Day Care; Self Esteem; Teaching Guides
IDENTIFIERS- *Challenge; *New Youth Challenge Programs

New Youth Challenge (NYC) programs teach new skills and attitudes to school-age children in non-school care settings. The programs empower children by allowing them to direct their own actions and take responsibility for the activities in which they are involved. This manual outlines the NYC program, how to make such a program work, and the role of the concept of challenge in this program. Section 1 defines the basic concept of the program, challenge (defined as a systematic reaching

ED 376 979 PS 022 841

Cohen, Ruth; Chetley, Andrew
El porque de la importancia de la ninez: Dedicando esfuerzos a la atencion y desarrollo de la primera infancia (Why Children Matter: Investing in Early Childhood Care and Development).
PUB DATE- 94
NOTE- 35p.; For English version, see ED 372 850.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Child Development; *Child Welfare; Community Involvement; Developed Nations; Developing Nations; Early Childhood Education; *Educational Benefits; Family Programs; Foreign Countries; Parent Child Relationship; Parent Participation; Program Descriptions; Program Development
IDENTIFIERS- Colombia; El Salvador; India; Israel; Kenya; New Zealand; Portugal; Thailand; United States; *Van Leer Foundation

This Spanish-language publication reflects the philosophy and support of the Bernard van Leer Foundation for early childhood care and development. It highlights different approaches to early childhood care and development and explains why the foundation believes that investing in early childhood is one of the best ways of building a brighter, better future. The publication seeks to assist policy makers and program planners in their search for realistic, effective, and affordable ways to enhance early childhood care and development. The various approaches to early childhood interventions included in this document are run by a variety of partner organizations in the countries concerned: local and national governments, nongovernmental organizations, universities, and community agencies. They are given as examples of programs that build on local culture and local realities. Eight chapters cover the following topics: (1) why children matter; (2) the importance of the early years; (3) why parents are important; (4) involving parents; (5) involving the community; (6) benefits of early childhood interventions; (7) quality and cost; and (8) developing an agenda for action. Fourteen examples, included as sidebars in the chapters, profile efforts of several countries or address special topics. Contains 37 references. (HTH)

ED 376 980 PS 022 846

Child Care in Sweden. Fact Sheets on Sweden.
PUB DATE- Jun 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Programs; Child Caregivers; Childhood Needs; *Children; Childrens Rights; *Day Care; *Day Care Centers; *Early Childhood Education; Employed Parents; Family Day Care; Family Programs; Foreign Countries; *Government Role; Ombudsmen; *Public Policy; School Age Day Care
IDENTIFIERS- Drop In Child Care; Family Support; Office of the Childrens Ombudsman (Sweden); *Sweden; United Nations Convention on Rights of the Child

Child care services in Sweden are distinguished by a high standard of quality and by the fundamental principle that they exist for all children. This governmental fact sheet provides useful facts and figures on Swedish child care law and government policy. It is divided into 16 sections covering: (1)

multiplied. However, these programs have differing definitions for "migrant and seasonal farmworker," and no current data system provides a reliable count or profile of migrant children. In 1989 the U.S. Department of Labor initiated the National Agricultural Worker Survey (NAWS) to address fears that immigration reform would result in farm labor shortages. Considered by some researchers to be the best data currently available, NAWS suggests that, in 1989-91, there were about 840,000 migrant farmworkers who had 409,000 children traveling with them. Of these children, 36,000 also did farmwork. An additional 169,000 youth were farmworkers traveling without their parents. Migrant farmworkers were primarily Hispanics (94%), born in Mexico (80%), married with children (52%), in the United States without their families (59%), and mostly men (82%). Migrant farmworkers are the largest needy labor force in the United States. Their numbers are unlikely to diminish as labor-intensive crops make up over a third of total U.S. crop sales. Economic dislocation in rural Mexico is expected to accelerate Mexican immigration in the 1990s, and many new immigrants will speak Indian languages rather than Spanish. Programs that serve migrant farmworkers and their children will need flexibility to deal with this changing population. (SV)

ED 376 998 RC 019 856

Hendricks, Bruce
Improving Evaluation in Experiential Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Assessment; Educational Cooperation; *Evaluation Methods; *Evaluation Problems; Evaluators; *Experiential Learning; Interprofessional Relationship; *Program Evaluation; Research and Development; Student Evaluation; Theory Practice Relationship
IDENTIFIERS- ERIC Digests; *Teacher Researcher Cooperation

Although experiential education is really the oldest approach to learning, its practitioners have not had an easy time justifying its relevance in the modern educational world. Recent changes in the methodologies of evaluation have provided useful tools for experiential educators. Such tools can be used to refine programming, enhance student learning, and perhaps improve the credibility of the field. Qualitative approaches to assessment and evaluation are becoming more common, usually in addition to--but sometimes in place of--quantitative approaches. While past evaluation methods have provided evidence of the effectiveness of experiential learning techniques, the current challenge is to develop methods to answer questions about how experiential education works, including the transfer of experiential learning to other contexts. Eight criteria outlined by Eisner provide a framework for evaluation that is consistent with the premises of experiential education programs. The reliability, clarity, and usefulness of findings improve when several evaluation methods are used. Good evaluation also depends on improving relationships between practitioners and evaluators. Collaborative planning will improve the quality of evaluation design and the applicability of findings, while collaboration in the communication of findings will narrow the gap between be considered in assessing the requirements of outdoor activities, brainstorming training possibilities, and assembling the training elements into a program. The OA Leader Training Program aims to develop leadership skills and to generate new staff, and has 80-100 student participants each year. While many students do not complete all training segments, all prospective staff must complete and be evaluated on all aspects of training, and are generally paired with experienced staff for an additional "apprenticeship." An outline of OA leader training course guidelines describes training philosophy, goals, teaching methods, pretrip and outdoor classes, simulations of emergency procedures, policies for final-day "walkouts" by the leader trainers, debriefing, and posttrip evaluations. Also outlined are the content and specific concepts taught in wilderness first aid and CPR training, a safety and risk management workshop, group dynamics and facilitation skills workshops, and recertification and ongoing training. (SV)

ED 377 016 RC 019 892

Fisk, David L.
A Second Look: Photography as an Experiential and Therapeutic Tool.
PUB DATE- Nov 94
NOTE- 9p.; In: Experiential Education: A Critical Resource for the 21st Century. Proceedings Manual of the Annual International Conference of the Association for Experiential Education (22nd, Austin, TX, November 3-6, 1994); see RC 019 884.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Delinquency; *Disabilities; Individual Development; Learning Experience; *Older Adults; Personal Narratives; *Photography; *Self Concept; *Therapy
IDENTIFIERS- *Phototherapy

This paper reflects on the motivations for doing photography and examines the therapeutic use of photography with various populations. The paper provides an account of how one person was trained as a teacher in the early 1970s but could not find work. He moved into and then out of social work with the elderly in Chicago. Having learned photography skills for administrative purposes, he later returned to photograph his former elderly clients and was struck by the way that the process of taking a picture deepened the interpersonal relationship and commitment between photographer and subject. A literature search on the therapeutic side of photography yielded scant results. The materials found involved using photography in family therapy and covered the following: (1) benefits of photography for disabled children, including opportunities to explore the sensory world and make sense of one's own body and environment; (2) improvement in self-concept and psychological patterns of incarcerated juvenile delinquents after a 5-week photography experience; (3) use of photography to overcome social breakdown syndrome and promote self-esteem and self-reliance in the elderly; (4) use of photography to promote social skills development in children with emotional and behavior disorders; and (5) use of photographs and "photo sculpting" in family therapy. But these did not cover how to create photographs that "reverberate" long after they are

Part 1 includes a history of origami, mathematics and origami, and careers using mathematics. Parts 2 and 3 introduce paper-folding concepts and teaching techniques and include suggestions for low-budget paper resources. Part 4 provides a lesson plan guide and interdisciplinary cross-reference chart. Part 5 presents paper-folding projects and activities using the square, rectangle, and triangle. Part 6 offers cultural and educational enrichment activities, including: math journals, thought-of-the-week quotations, a Japanese fan, haiku, a fortune cookie recipe, Japanese vocabulary of numbers and common words, tangram puzzles, an origami mobile, the thousand cranes story, and a cooperative learning activity about drawing diagrams. The last section, Part 7, includes suggestions for using origami, how to arrange a children's origami exhibit, a glossary, suggested readings and resources, and an order form. (MKR)

ED 377 036   SE 054 632

Orr, David W.
Ecological Literacy: Education and the Transition to a Postmodern World. SUNY Series In Constructive Postmodern Thought.
PUB DATE- 92
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Education; Conservation (Environment); *Ecology; *Educational Change; Elementary Secondary Education; *Environmental Education; Sustainable Development; Teaching Methods
IDENTIFIERS- *Environmental Literacy; Postmodernism; *Sustainability

The essays in this volume, written between 1984 and 1989, represent an extended reflection on the crisis of sustainability now looming before the modern world, and what this portends for the theory and practice of education. The essays in Part I were written to clarify the concept and implications of sustainability. Essays in Part II were written as part of an attempt to think through issues of curriculum and pedagogy. These essays originate in the conviction that the ecological crisis represents, in large measure, a failure of education. They deal with the question of what the limits of earth have to do with the content and process of education and with the way knowledge is defined. Subsequently, they are based on a belief that a reformed education is an essential part of a solution to the crisis described in Section I. Chapter seven of this section contains a list of 137 books that provide a "syllabus for ecological literacy." The three essays in Section III are aimed at the pathologies of professionalized social science. Three specific targets are identified including the Social Science Research Council, the United States Department of Agriculture, and those who presume that the planet can be managed as if it were a giant corporation. (LZ)

ED 377 037   SE 055 140

Reform of High School Mathematics and Science and Opportunity To Learn. CPRE Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 14p.
LANGUAGE- English

constructed-response tasks and an extended-response task, example of an extended-response task with scoring guide and sample responses, the school context for learning mathematics, trends and trouble spots in mathematics instruction, school effectiveness, background questionnaires, and procedures and methods. Findings for the performance of students on extended constructed-response questions include: (1) Approximately one-third to two-thirds of the students provided incorrect responses; (2) Substantial percentages of students left their papers blank; (3) Most students who did seem to understand the problems had difficulty explaining their work; and (4) From 1 to 16 percent of the students provided extended responses to each one of the tasks. On regular constructed-response questions, the average percentage correct by grade level was 42% for grade 4, 53% for grade 8, and 40% for grade 12. (MKR)

ED 377 059 SE 055 439

Mullis, Ina V. S.; And Others
Effective Schools in Mathematics: Perspectives from the NAEP 1992 Assessment. Research and Development Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Family Influence; Grade 4; Grade 8; Grade 12; *Mathematics Achievement; *Mathematics Instruction; Questionnaires; *School Effectiveness; *Socioeconomic Influences; *Students
IDENTIFIERS- Mathematics Education Research; *National Assessment of Educational Progress

This research report provides information about the school context for learning mathematics and highlights some factors that National Assessment of Educational Progress (NAEP) analyses have found to be associated with effective schooling. Approximately 26,000 4th, 8th, and 12th graders in 1,500 public and private schools participated in the national assessment of mathematics. Data reported from questionnaire responses of students and school principals relate to school socioeconomic and demographic characteristics, student absenteeism, students changing schools, school problems and climate, high schools where students are college bound, impetuses for curriculum and instructional change, home support for academic achievement, mathematics classroom instruction, tracking, and course taking in grades 8 and 12. The most effective schools had students who watched less television, changed schools less often, were subject to only a moderate amount of testing in their mathematics classes (weekly to monthly), took more advanced courses, had positive attitudes toward academics, had fewer problems in the schools, and did mathematics and used calculators more frequently. The effectiveness of private schools was similar to that of public schools in which students, teachers, and parents have positive attitudes toward academics, and where few problems exist. At grades 4 and 8, a more stable student body with students who changed schools fewer times was associated with higher school effectiveness. In summary, students' home background and school socioeconomic indicators were powerful influences on academic achievement in mathematics. (MKR)

ED 377 060 SE 055 441

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Catalogs; *Community Education; Community Involvement; *Demonstration Programs; Elementary Secondary Education; *Environmental Education; Financial Support; Program Descriptions; Program Evaluation; Water Pollution; *Water Quality; *Water Resources; Wetlands; Wildlife Management
IDENTIFIERS- Environmental Problems; *Washington (Puget Sound); *Watersheds

Through its Public Involvement and Education (PIE) Model Projects Fund, the Puget Sound Water Quality Authority has helped local organizations provide education and public involvement programs that help solve local environmental problems. This catalog describes 96 projects successful in addressing the issue of water quality. The projects are reported in six categories: (1) Understanding Watersheds; (2) Preventing Nonpoint Pollution; (3) Preventing Stormwater Pollution; (4) Protecting Wetlands; (5) Protecting Fish, Wildlife, and Shellfish Habitat; and (6) Involving the Public in Water Quality Decisions. Each project description includes sponsors, amount of PIE funding, target audience, additional resources, area covered, purpose, products, audience responses, project coordinators, project timeline, methods uses to implement the project, and results. PIE Project selection and evaluation criteria are included in the introduction. An index is provided. (MDH)

ED 377 082   SO 021 988

Doornek, Richard; Champlin, Kellene
Your First Job Interview.
PUB DATE- 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Employment Interviews; Employment Qualifications; Higher Education; *Job Applicants; Portfolios (Background Materials); Resumes (Personal)

This pamphlet identifies and discusses the five major sources that provide information about candidates applying for teaching positions. These sources are: (1) academic credentials and certification; (2) letters of recommendation; (3) the application; (4) the resume; and (5) the interview. Suggestions are given for providing appropriate presentations in each area. Fourteen commonly asked interview questions are listed with suggestions for focusing responses. The guide concludes with a presentation of 23 criteria by which candidates frequently are judged. These criteria include exhibition of positive personal traits during the interview; presentation of content knowledge and professionalism by the candidate; and the consideration of personal/personnel advantages to the school. (MM)

ED 377 083   SO 023 518

Singleton, Laurel R., Ed.
Science and Public Policy: Uses and Control of Knowledge. Public Issues Series.
SPONS. AGENCY- National Science Foundation, Washington, D.C.

how good communication creates a sense of belonging, reduces frustration, and enhances marital relations. The spiritual well-being section indicates that healthy families stress spirituality and work toward a common mission. The final section on coping with crisis and stress delineates 10 common coping strategies utilized by healthy families and suggests the importance of a family's willingness to change and make changes. Contains 18 references. (CK)

ED 377 098 SO 024 296

Bellew, Rosemary; King, Elizabeth M.
Promoting Girls' and Women's Education: Lessons from the Past. Working Paper Series 715.
PUB DATE- Jul 91
NOTE- 69p.; Contains some filled-in print.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance; Cultural Influences; *Developing Nations; *Educational Quality; Elementary Secondary Education; Employment Opportunities; *Family Characteristics; Females; *Norms; *Womens Education
IDENTIFIERS- Basic Education; Nongovernmental Organizations

Expanding education, especially basic education, has been an object of education policy in developing countries over the past two decades. Identifying approaches undertaken by governments, non-governmental organizations, donor agencies, and communities to raise girls' and women's attendance in educational programs, this paper discusses the approaches, examines the lessons learned from experience, and signals the conditions under which the strategies seem to work or fail. Some conclusions are not well supported by empirical analyses; others seem impressionistic. Most initiatives have not been accompanied by evaluations that would permit strong conclusions about their effectiveness. Therefore advancing women's education in certain settings requires proceeding with best guesses. It involves designing strategies base on what has worked well in similar circumstances and based on theoretically what might work. It requires experimentation and careful monitoring. There is no one strategy for any country or group of countries. How the issues are approached depends on the country specific context, including the existing supply of schools, prevailing cultural and social norms, family income and productive activities, women's opportunities for paid work, and the quality of education. (JJ)

ED 377 099 SO 024 315

Informal Meeting of Experts on Education Indicators (Paris, France, January 31-February 5, 1991). Report.
PUB DATE- 7 Mar 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Comparative Education; Developing Nations; *Educational Development; *Educational Improvement; *Educational Quality; Educational Research; Educational Status Comparison; *Measurement; *Measurement Techniques
IDENTIFIERS- *Educational Indicators; *United Nations

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) held a meeting of experts on education

ED 377 119 SO 024 553

Morrow, S. Rex, Ed.
Virginia Resolves, 1993-1994.
PUB DATE- 94
NOTE- 54p.; Published twice a year.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biographies; Citizenship Education; Controversial Issues (Course Content); Death; *Elementary School Curriculum; Elementary Secondary Education; *History Instruction; Instructional Materials; Multicultural Education; Political Science; *Secondary School Curriculum; Simulation; Social Sciences; *Social Studies; World History
IDENTIFIERS- *Virginia

These two issues of "Virginia Resolves" provide articles of interest to the social studies reader and provides ideas for social studies instruction and curriculum. The fall issue features seven articles: (1) "Death and the Young Child" (Rosanne J. Marek); (2) "Simulations: Bibliography for the Middle and Elementary Teachers" (William Coleman Redd II); (3) "Biography-Centered Learning for the Social Studies" (Marie Bittner); (4) "Multicultural Literature Update: Native Americans and East Asian Americans" (Katherine T. Bucher); (5) "Judicial Nominations" (Linda Karen Miller); (6) "A More Open China" (L. K. Miller); and (7) "Address to Virginia Social Studies Educators" (Terry Knecht Dozier). The spring issue contains six articles: (1) "The Social Sciences and the Social Studies: An Essay on the Development of and Need for Citizenship Education" (Mark Crockett); (2) "18th Century Crafts for 20th Century Children: The Apothecary" (Alice P. Wakefield); (3) "The United States Holocaust Memorial Museum: An International Tribute and Educational Resource" (S. Rex Morrow); (4) "Obscuring the Second Amendment" (Mark D. Polston); (5) "Simulations: Bibliography for High School Teachers" (William Coleman Redd II); and (6) "The Columbian Quincentenary: An Educational Opportunity" (an official position statement developed by the National Council for the Social Studies). Contains 26 references. (CK)

ED 377 120 SO 024 562

Remy, Richard C.
Teaching Democracy in East Central Europe: The Case of Poland. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Curriculum Development; *Democracy; Elementary Secondary Education; Foreign Countries; Instructional Materials; Preservice Teacher Education; Social Change; Social Studies

culture, learning English is an essential part of the civic education process. Both ESL teachers and social studies teachers can profit from professional development experiences in multicultural education. Cooperative learning in ESL classes includes positive interdependence, interaction within the group, accountability of individual students, and explicit teaching of small group skills. A resource list is included. Contains 13 references. (DK)

ED 377 139   SO 024 693

Cox, John K.
Teaching about Conflict and Crisis in the Former Yugoslavia: The Case of Bosnia-Hercegovina. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Christianity; *Culture Conflict; Current Events; Educational Resources; Elementary Secondary Education; *Ethnic Relations; *European History; Foreign Countries; *History Instruction; Islamic Culture; Violence; *War; World Problems
IDENTIFIERS- Bosnia and Herzegovina; Croatia; ERIC Digests; Yugoslavia

This digest provides facts and explanations about: (1) the peoples and places of the former Yugoslavia, including Bosnia-Hercegovina; (2) the collapse of Yugoslavia and the crisis in Bosnia-Hercegovina or "Bosnia"; and (3) the causes, conditions, and consequences of the Bosnian war. The history of Yugoslavia from 1918 to 1990 is discussed as well as allegiances of the various ethnic groups under the Hapsburg and Ottoman empires. The experiences of World War II are discussed from the Nazi satellite state run by local fascists in Croatia, to the Partisans of Tito in Yugoslavia. The collapse of communism and the political disintegration that began after Tito's death are described. Conditions and consequences of the Bosnian war include a terrible level of violence against civilians of all sides, refugees living in camps or who have fled to other countries, and a general destruction of cultural treasures. The brutality of the war is attributed to historic animosities and cultural divisions between contending groups especially those resulting from the viciousness of World War II and the history of struggle between Christians and Muslims in the Balkan with its literature and folklore on holy wars. Finally sources of information and materials for teachers are listed. These include a list of organizations that provide information and materials for teaching and learning about the peoples and countries of central and eastern Europe. Contains ERIC resources and a list of 8 references. (DK)

ED 377 140   SP 035 400

Corno, Lyn
Implicit Teachings and Self-Regulated Learning.
PUB DATE- Jun 94
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

ED 377 158 SP 035 565

McGilp, E. Jacqueline; Michael, Maureen
The Home School Connection: Empowering the Professional.
PUB DATE- Jul 94
NOTE- 17p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Cooperation; Educational Change; Elementary Secondary Education; *Family Involvement; Foreign Countries; Higher Education; Networks; Parent Participation; *Parent Role; *Parent School Relationship; *Professional Development; Values
IDENTIFIERS- Australia; *Empowerment; Scotland

This paper addresses five issues in consideration of family contributions to teachers' work and students' success. The five issues include change, partnerships, students' learning, value systems, and international networking. A review of studies and programs illustrates implications for policy and practice for teachers' professional development. Teachers are urged to have a proactive view of change and the influence of change on education, to study and initiate partnerships which enhance students' learning, to clarify parental contributions to students' learning and to share intellectual authority, to learn what values are held by parents and students and publicize the values underpinning curriculum, and to be catalysts for networking which keeps them abreast of educational advancement. (Contains 34 references.) (JDD)

ED 377 159 SP 035 577

Downing, Agnes
A Critical Examination of Role Playing As a Model of Teaching.
PUB DATE- 3 Jul 94
NOTE- 18p.; Paper presented at the Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; Foreign Countries; Higher Education; *Human Relations; *Role Playing; Secondary Education; *Teaching Methods; *Teaching Models
IDENTIFIERS- Australia (Victoria)

This paper contends that role playing can be effective in enabling students to explore human relations problems. The benefits of role play are outlined. Role playing models are demonstrated, and an exercise to develop skills and to explore feelings, attitudes, values, and problem-solving strategies is presented. Use of role play with a Year Ten Citizenship Education class in Victoria, Australia, is described, focusing on decision making in the family. Problem situations are enacted and discussed. The paper emphasizes that, in order for role play to be effective, a real-life "relevant" topic should be chosen, and the participants should be thoroughly prepared. The paper concludes that role play can be both empowering for the professional and a powerful teaching-learning strategy in the classroom. It offers students an opportunity to become actively involved in exploring issues and dilemmas and in

Computer Uses in Education; Electronic Mail; Elementary School Teachers; Elementary Secondary Education; Higher Education; *Partnerships in Education; Preservice Teacher Education; School Districts; Secondary School Teachers; Student Teachers; Student Teacher Supervisors; *Student Teaching; *Supervisory Methods; *Teleconferencing
IDENTIFIERS- Iowa; *University of Northern Iowa

The College of Education at the University of Northern Iowa (UNI) created collaborative partnerships with nine major school districts in Iowa in order to establish several kinds of relationships between practitioners and university faculty which computer networks facilitated. A new "Cobra" computer conference system was expanded to the nine regional off-campus centers where UNI student teachers were working, and modem-equipped portable computers were linked to the campus through a WATTS telephone line. Personnel, including field-based personnel and practitioners, were then able to communicate with nearly all offices on UNI campus through E-mail and computer conferences. Further programs have recruited teachers as center Cadre members. The ability to connect campus faculty to field practitioners has positively affected the teacher education program at UNI. Classroom teachers have been a valuable resource for teacher trainees and student teachers; they have influenced university committee decisions, impacted curriculum content and methods classes, and enhanced rapport between faculty and teachers. When faculty and teachers talked about a mutual interest, traditional barriers tended to disappear. Student teachers have benefited through more frequent communication, and their cooperating teachers' interest in Cobra was heightened. Lessons proposed for similar programs are: (1) keep technical information simple; (2) establish leadership and commitment; and (3) find ways to introduce computer network users face-to-face to build rapport. Contains 8 references. (JB)

ED 377 178   SP 035 618

Marquardt, Florence; And Others
Collaborating To Improve Teacher Education and School Reform in Urban Settings.
SPONS. AGENCY- AT&T Foundation, New York, NY.
PUB DATE- 18 Jul 94
NOTE- 26p.; Paper presented at the Conference of the U.S. Department of Education, National Center for Education Statistics (Arlington, VA, July 18, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Beginning Teachers; *Clinical Supervision (of Teachers); *College School Cooperation; Educational Change; Education Courses; Elementary Education; Elementary School Teachers; *Field Experience Programs; Higher Education; Inservice Teacher Education; Partnerships in Education; Preservice Teacher Education; School Districts; Schools of Education; Teacher Burnout; *Teacher Education Programs; Teacher Educators; Teacher Persistence; *Urban Education; Urban Schools; Urban Teaching
IDENTIFIERS- *AT and T Alliance for Tomorrows Teachers; Clay County School District FL; Duval County Public Schools FL; Florida Community College at Jacksonville; *Preservice Teachers; University of North Florida

A 3-year collaborative project among Clay and Duval County (Florida) school districts, two professional teacher

organized in one of three common formats, the "best work" portfolio, the developmental portfolio, and the lab or workshop model. A following section lists reasons why teachers are enthusiastic about portfolios. A section on selecting portfolio content offers 13 abstract guidelines and concepts to assist artifact selection and 15 concrete guidelines. A section on judging portfolios offers suggestions and cautions. A discussion of the place of portfolios at the college level explores challenges to their introduction and suggests seven standards for evaluation: introduction, positive appearance, organization, mediation, significant meanings, position papers, and originality. Contains 23 references. (JB)

ED 377 195 SP 035 651

O'Sullivan, Rita G.; And Others
Evaluating the Use of Learning Styles Instruction To Promote Academic Success among At-Risk 9th Graders.
SPONS. AGENCY- BellSouth Foundation, Inc. Atlanta, GA.; North Carolina Univ., Greensboro. School of Education.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Black Students; *Cognitive Style; College Students; Higher Education; *High Risk Students; High School Freshmen; High Schools; *Instructional Effectiveness; Partnerships in Education; Preservice Teacher Education; Secondary School Teachers; *Student Improvement; Teaching Methods; Transitional Programs; *Tutorial Programs; Tutoring; Tutors
IDENTIFIERS- Learning Styles Inventory; Preservice Teachers

This study investigated how teachers who are trained to use learning styles and a Learning Styles Laboratory tutoring program can assist at-risk incoming high school freshmen. The study was a collaborative effort among faculty from a state university, students from an historically black private college, and a local high school. Eight teachers at the high school volunteered to participate in the study, completed two days of learning styles instruction training, and identified their four students who were having the most difficulty after the first six weeks of school. These students were then randomly assigned to either a learning styles tutoring program or the comparison group. Overall, 21 students participated in the tutoring program. In addition, all incoming high school freshmen took the "Learning Styles Inventory" and the results for the 21 participants were shared with college-student tutors trained in learning styles instruction. Tutors worked with the students once or twice a week for 50 minutes each. Students' grades for the first and the second nine weeks of school were collected for comparison. Results were mixed. Six of the treatment group realized an improvement in grades, but the number of students in the treatment group with failing grades suggested that the program was not effective. Some of the problems with the program had to do with the attitudes of the high school teachers, their enthusiasm toward the program, and their willingness to give direction to the tutors. (Contains 43 references.) (JB)

ED 377 196 SP 035 652

ED 376 752 FL 800 839

Cichon, Donald J.; Huston, Maryana H.
Evaluation of the Quincy School Community Council's Take And Give Program Final Report.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Sep 93
NOTE- 88p.; Some charts may not reproduce well due to toner streaks.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Chinese; *English (Second Language); *Home Study; Introductory Courses; Limited English Speaking; *Literacy Education; *Peer Teaching; Program Descriptions; Program Effectiveness; Program Evaluation; *Second Language Programs; *Tutorial Programs; Videotape Recordings
IDENTIFIERS- Quincy School Community Council MA

In response to high demand for English-as-a-Second-Language (ESL) instruction among the community's Chinese-speaking population, the Quincy School Community Council (Massachusetts) developed the Take And Give (TAG) program, in which graduates of the highest-level ESL classes were trained as peer tutors for students at the lowest instructional level. The program's goal is to help students at the introductory level, at which there is greatest demand for instruction, bypass level 1 classes and proceed to level 2 classes. TAG students study at home using a videotape series and meet with tutors bi-weekly to review, supplement, and practice what they have learned. The first 8-week tutor training cycle and student recruitment began in January 1992. The report details the evaluation of both the tutor training program and the student instructional program, and includes a program participant profile. Evaluation of student ESL learning focuses on student background, motivation, learning strategies, and classroom performance. Further development of an ongoing program evaluation system is also discussed. Appended materials include data on TAG participants and comparison groups, classroom observation data, and TAG program participant retention data. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 376 753 FL 800 840

Auerbach, Elsa; And Others
From the Community to the Community: A Guidebook for Training Community Literacy Instructors. Community Training for Adult and Family Literacy Project Final Report.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 94
NOTE- 221p.; Some pages contain light, broken type.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Literacy; *Community Education; *Family Programs; *Immigrants; Internship Programs; Limited English Speaking; *Literacy Education; Mentors; Program Descriptions; Program Evaluation; Refugees; Student Characteristics; Teacher Education; Teacher Educator Education; Teaching Guides

The guidebook describes a model for a community-based adult and family literacy program for immigrant and refugee communities that draws on and enhances the strengths of community members face due to student alcohol use and abuse, and outlines procedures that institutions can use to develop effective alcohol policies. Although legal precedents have recognized that colleges and universities do not have a duty to supervise student conduct under principles of in loco parentis, as landlords and proprietors colleges have a legal responsibility to maintain safe premises. Recent legislation also requires colleges and universities to provide educational programs to prevent the illegal use of drugs and alcohol. In order to develop an alcohol policy that balances concern for student with protection against institutional liability, schools should: (1) adopt only rules and sanctions that the school is willing to enforce; (2) enforce the policy consistently; (3) be familiar with all laws relating to the sale of alcoholic beverages and the liability of "social hosts" who serve beverages; (4) emphasize alcohol education programs; and (5) focus on circumstances that present the greatest danger and risk of liability. Examples of recent court cases are provided. (Contains 38 references.) (MDM)

ED 376 771 HE 027 908

Blom, Nancy S.; Olsen, Tammey
Fall 1994 Enrollment, North Dakota Institutions of Higher Education.
PUB DATE- Nov 94
NOTE- 60p.; For the 1993 report, see ED 363 228.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Credits; College Transfer Students; *Enrollment; Enrollment Trends; Full Time Students; *Higher Education; In State Students; Minority Groups; Out of State Students; Part Time Students; School Demography; Sex Differences; *State Colleges; *State Universities; Trend Analysis; Veterans
IDENTIFIERS- *North Dakota University System

This booklet presents data on enrollment in the North Dakota University System for the fall of 1994. Data are presented in 17 tables and 2 figures. After an introductory section, which includes definitions and institutional abbreviations, the tables provide information on: (1) headcount enrollment; (2) full-time (FT) enrollments; (3) total student credit hours of part-time (PT) student; (4) full-time equivalent (FTE) enrollments of PT students; (5) total of FT and FTE of PT students; (6) FTE enrollments based on total student credit hours by level of students; (7) nonresident undergraduate headcount; (8) headcount enrollments by tuition residency status; (9) nonresident graduate and professional enrollment; (10) headcount enrollments by county of residence for North Dakota students; (11) total in-state enrollment by county of origin; (12) in-state enrollment by county of origin by institution; (13) headcount enrollments by race; (14) headcount enrollments by citizenship, veteran status, sex, marital status, transfer status, and beginning freshmen; (15) total student credit hours by course level; (16) final fall enrollment report, 1985-1994; and (17) headcount enrollment by age. Figures show in-state enrollment by county of origin and the number of students in higher education, 1960-1994. (MDM)

ED 376 772 HE 027 909

Sottile, James M., Jr.
College Student Development: A New Outlook.

Fowler-Young, Angela; And Others
The Process of Developing a University Neighborhood in a Downtown Urban Environment: Baltimore's UniversityCenter.
PUB DATE- 26 Jul 94
NOTE- 32p.; Paper presented at the Annual Conference of the Society for College and University Planning (29th, San Francisco, CA, July 26, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Planning; *Community Development; Environmental Standards; Higher Education; *Program Development; Public Relations; *School Community Relationship; Transportation; *Urban Planning; Urban Renewal; *Urban Universities
IDENTIFIERS- *University of Maryland Baltimore

This paper discusses the development and evolution of the University of Maryland's UniversityCenter in downtown Baltimore since its conception in 1991. UniversityCenter is a geographic location, one of six downtown districts that resulted from Baltimore's latest development plan. It contains not only the University of Maryland's Baltimore campus, but the University of Maryland Medical System, the Veteran's Affairs Medical Center, historical residential neighborhoods, the Health Sciences Museum, and various other public and private facilities. The vision for the UniversityCenter is the creation of a neighborhood that: (1) conveys a sense of campus community, linking centers of intellectual, research, service, and social activity; (2) serves as the western gateway to downtown Baltimore; (3) offers visitors a welcoming atmosphere; (4) is seen as adjacent to Oriole Park at Camden Yards and the Inner Harbor; and (5) is easily and comfortably accessible by foot, car, and mass transit. Environmental, design, and public relations aspects of UniversityCenter development, as well as implications for other university communities, are also discussed. Includes the signage and site furnishings plans for the UniversityCenter. (MDM)

ED 376 790 IR 016 841

Burnham, Byron R.
A Systemic View of Distance Education Evaluation: Finding Our Bearings.
PUB DATE- 11 Aug 94
NOTE- 13p.; Paper presented at the Annual Conference on Distance Teaching and Learning (10th, Madison, WI, August 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Conventional Instruction; *Distance Education; Educational Research; *Educational Technology; Elementary Secondary Education; *Evaluation Methods; Higher Education; Interaction; *Models; Nontraditional Education; Program Evaluation; *Systems Approach; *Teaching Methods

For a number of years it has been suggested that distance education is a natural extension of existing teaching methods that includes learners who are separated from the instructor by time or distance. This paper takes an alternative look at distance-education research and evaluation and proposes an evaluation model built on that view. That distance education is essentially different from traditional education is made broaden industry support for the program. Private sector participation could be promoted by inviting industry representatives to collaborate on the development of program plans. The Assistant to the President for Science and Technology (Science Advisor) concurred with the GAO's findings and also recommended that a private sector advisory board be established. (DGM)

ED 376 808 IR 016 920

Ellington, Henry; And Others
Handbook of Educational Technology. Third Edition.
PUB DATE- 93
NOTE- 263p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Computer Uses in Education; *Educational Strategies; *Educational Technology; Elementary Secondary Education; Evaluation Methods; Futures (of Society); Individualized Instruction; *Instructional Design; *Instructional Development; Large Group Instruction; Mass Instruction; Resource Centers; Student Centered Curriculum; *Training Methods
IDENTIFIERS- Teacher Centered Instruction

This is the third revision of a primer on all aspects of educational technology. It offers an authoritative overview of approaches and interpretations as well as detailed descriptions of specific techniques. Topics covered include: the nature of educational technology; basic educational strategies such as the teacher/institution-centered approach and the student-centered approach; educational objectives and competence descriptors; group, individual and mass-instruction techniques; assessment and evaluation; resource centers, including their role, planning, organization, and operation; computers in education and training; and a glimpse into future trends. The book also contains three reference sections: a glossary defining almost a thousand terms, a comprehensive bibliography, and a keyword index. (DGM)

ED 376 809 IR 016 921

Bishop, Ann P., Ed.
Emerging Communities: Integrating Networked Information into Library Services. Papers Presented at the Annual Clinic on Library Applications of Data Processing (30th, Urbana, Illinois, April 4-6, 1993).
PUB DATE- 94
NOTE- 304p.; For proceedings of the 1990 clinic, see ED 352 033.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; *Cataloging; Economic Factors; Futures (of Society); Higher Education; *Information Networks; Legal Problems; *Library Catalogs; Library Networks; *Library Policy; *Library Services; Online Catalogs; Public Libraries; School Libraries; Special Libraries; *User Needs (Information)

This annual conference, with over 25 speakers and 200 attendees, provided an opportunity for information professionals to discuss their experiences and concerns related to computer networking. The papers presented in this proceedings focus on students and library/media center managers. Based on input from practicing librarians at the elementary and secondary levels, the studies are designed to provide students and media center managers with tested scenarios from which they can gain ideas from the experiences of others and gain leads to more expertise through the literature. The first 15 case studies are listed under the heading "Managing People for a Better Learning Environment." Topics covered include Media Specialist Evaluation; What Do They Do, Anyway?; A Censoring Volunteer; Public Library Cooperation; Credit for Student Library Assistant; A Standard Style Manual; Countering the Teacher Planning Period; Critical Thinking Skills; The New Clerk; Divided Programs; Equality for All--Is It Practical?; Leaving the Teaching to the Librarian; Written Policies and Consistent Action; Bible Study in the Library; and New Kid on the Block. Listed under "Managing Resources and Equipment for Greater Access to Information," Cases 16 through 25 focus on Video Copyright Policies; Equipment Depreciation; A Donation from a Board Member; You Can't Weed; Student Is Injured Moving Equipment; Closing the Library for Special Programs; Purchase without Preview; The Librarian as Censor; Computerized Overdues; and Memorial Book Collection. Cases 26 through 32 are listed under "Managing Facilities and Budgets to Plan for the Future." Topics covered are: Using Funds to Target Specific Units; Is There a Need for Statistics?; Understanding the Budget; Facility Plan Gone Awry; Finding Federal Funds; Selling Interlibrary Loan; and Helping the Disabled. Annotated bibliographies are provided throughout and an index is included. (BBM)

ED 376 829   IR 055 288

Epler, Doris M.
Online Searching Goes to School.
PUB DATE- 89
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Bibliographic Databases; Budgeting; Curriculum Development; Elementary Secondary Education; Futures (of Society); Guidelines; *Information Retrieval; *Learning Resources Centers; Library Administration; Library Instruction; *Library Services; *Online Searching; Program Implementation; School Libraries; Staff Development

Arguing that online searching will fill the research needs of many students while helping to reinforce valuable information retrieval skills that will support students in their pursuit of life-long learning, this guide is designed to assist school librarians with integrating online searching into the school library media curriculum. Chapter 1 presents some basic information about computerized databases, discusses the advantages and disadvantages of online database searching, and presents some alternatives for online service. Chapter 2 focuses on the impact of online searching on the curriculum, services, resources, budgets, and management of the school library, as well as its image and the roles of people involved in online searching. Integrating online searching into the school library media program is the subject of Chapter 3; this chapter also explores the popular online databases that are functional for schools. Chapter 4 provides some guidelines and

Library Administration; Library Funding; Library Policy; *Library Services; Surveys; *User Needs (Information)
IDENTIFIERS- *North Central Association of Colleges and Schools

In the face of decreasing enrollment and increasing information technology, future expansion of off-campus education programs is possible. A survey of 106 members of the North Central Association (NCA) of Colleges and Schools examined the library services considered essential to quality distance education and questioned the issue of accreditation as a means of enforcing compliance with standards of library service to off-campus education programs. The usable response rate was 46% (106/217). It was discovered that 72.6% of the respondents indicated that library administrators assessed the needs of their extended campus community for library resources, services and facilities, but few (10.6%) had a written profile of these needs. Of the libraries responding, 68.9% actively promote library services to the extended campus. In most institutions (68.9%), a librarian is not assigned the responsibilities of planning, coordinating, and evaluating library service to these extended sites. Currently, the responding libraries offer the following services to extended campuses: collection of library materials sent to off-campus site (55.2%); library staff assistance with non-print materials and equipment (65.7%); mail, telephone and electronic mail reference assistance (78.6%); database searches (67.3%); and interlibrary loan service (91.4%). The majority (72.0%) stated that funding is not related to the needs and demands of extended campus programs, and in 57.7% of the libraries, funding for these programs is not even identified in the library's budget. Appendices include the survey cover letter and questionnaire. (Contains 17 references.) (MAS)

ED 376 850 IR 055 326

Backus, Mary Jane
Adult Literacy Services in Rural Public Libraries.
PUB DATE- May 94
NOTE- 41p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Programs; *Library Services; *Literacy Education; Problems; *Public Libraries; *Reading Instruction; *Rural Education; Surveys; Tutors; Volunteers
IDENTIFIERS- Kentucky; West Virginia

This paper examines the literacy services provided by public libraries in the rural areas (communities of 25,000 people or less) of West Virginia and Kentucky. Of the 93 libraries (68%) which responded to the survey, 89.8% acknowledge illiteracy as being a problem. However, although 92% of the librarians agree that illiteracy programs are an important library service, 62.2% of the libraries do not have a staff person assigned to coordinate these programs. The most common form of literacy service (89%) was found to be cooperative programs between public libraries and literacy organizations, followed by the provision of books and materials by libraries (87.9%) and volunteer tutoring (69.2%). The number of people taking advantage of the libraries' literacy programs is small; 39.5% of the libraries have only 1 to 10 people per year using the service, and only 10.5% of those responding provide service to over 50 people. Survey data is displayed in 18 tables. An appendix contains the cover letter to library directors and literacy survey questionnaire. (Contains 17 references.) (MAS)

IDENTIFIERS- Project Profile PA

Pennsylvania College of Technology's Project Profile seeks to provide a portrait of all students entering each fall by collecting and analyzing surveys completed at the time of admission and comparing them to previous years. This report presents data on the 4,942 students who applied and matriculated in fall 1993 and includes comparisons by student categories and for findings from the past 5 years. Section I describes the project methodology and reviews general findings. Section II presents tables for 1989 through 1993 showing student characteristics and goals for the total student population and for degree-seeking, non-degree-seeking, full-time, part-time, and new and returning degree students. Finally, section III provides comparative summary reports for 1992-1993 for degree versus non-degree, full- versus part-time, and new versus returning students. Highlighted findings include the following: (1) from fall 1989 to fall 1993, entering non-degree enrollments declined 42.1%, while degree-seeking students increased by 21.7%; (2) non-degree students were generally older than degree-seeking students, concentrated in the divisions of business and computers, and more likely to be full-time workers (59.6% vs. 9.2% of the degree-seekers); (3) only 3.5% of degree and 5% of non-degree students chose the college because of affordability; and (4) options for increasing the numbers of non-degree students include developing courses aimed at improving job skills and improving the convenience of services. The survey instrument and a history of Project Profile are appended. (KP)

ED 376 869 JC 940 591

McCurdy, Jack
Broken Promises: The Impact of Budget Cuts and Fee Increases on the California Community Colleges.
PUB DATE- Nov 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Community Colleges; Educational Finance; *Educational Quality; *Financial Problems; Financial Support; School Accounting; *School Funds; School Support; *Student Costs; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California Community Colleges

This report examines the effects of 3 successive years of tight state budgets, rising student fees, layoffs of part-time instructors, and reduced class offerings on the ability of California community colleges to meet constituent needs. Drawing from interviews with college administrators, faculty members, state officials, and educational authorities as well as reviews of state reports and other students, the report presents information on the negative effects of aggressive marketing and recruiting; differences in the outlooks of state and college officials; college funding and the state master plan; the core of educational access; origins and analysis of the community colleges' enrollment decline; the impact of financial aid; students lost of higher costs and reduced course offerings; perceptions of students attending for personal interest; college funding; where cuts have been made; cutting unfunded enrollment; cutbacks to build reserves; neglect of equipment and maintenance. Specific findings include the following: (1) over the last 2 academic years, enrollment also required the instructor to act as the management system for guides to keep records of student participation and performance. The same approach is being used with the College Reading course. In both contexts, computer-assisted instruction provides supplemental exercises including drill and practice that cannot be provided in class and affords students the opportunity to experience computers in a user-friendly environment before entering college courses requiring computer and data processing expertise. (KP)

ED 376 886 JC 940 658

Lum, Glen
Student Attitude/Satisfaction Survey--Lancaster Campus.
PUB DATE- Oct 93
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ancillary School Services; Community Colleges; Educational Facilities; *Participant Satisfaction; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Harrisburg Area Community College PA

In spring 1993, a survey was conducted at the Lancaster campus of Pennsylvania's Harrisburg Area Community College to measure student attitudes and levels of satisfaction with college services. Surveys were administered to 1,171 students in 32 course sections, with completed surveys being received from 611 students. Analysis of responses indicated the following: (1) 60% of the respondents were female and 10% were minorities, both reflecting campus-wide numbers; (2) 45.7% had completed high school, 44% had 1 or 2 years of college, and 3.5% had a degree; (3) cost and location were the main reasons why respondents enrolled at the Lancaster campus; (4) 32% indicated that they intended to earn a degree for transfer, while 31% reported that they planned to transfer without a degree; (5) 56.7% rated the quality of instruction as good, compared to 30.6% rating it as excellent, while 88% agreed or strongly agreed that courses were challenging and met expectations; (6) low ratings were received by library services, rated as poor by 14.7%, and counseling services, rated as fair by 23.6% and poor by 5.4%; (7) concerns were also expressed regarding campus security, especially by part-time, female students; and (8) 79.7% were not aware of what their activity fees supported. Includes recommendations regarding expanding the range of courses and programs, keeping tuition reasonable, assessing the advising delivery system, and expanding articulation agreements with senior schools; faculty responses to findings/recommendations; the survey instrument; tabled data; and responses to open-ended questions. (KP)

ED 376 887 JC 940 659

Lum, Glen; Signor, Pauline
Master Student Study, Fall 1992 Class, Wildwood Campus.
PUB DATE- Apr 94
NOTE- 54p.; Appendix A contains broken print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Community Colleges; Developmental Programs; Goal Orientation; *Outcomes of

maximize coordination of services; and (5) examining the appropriateness of current policies and procedures. (KP)

ED 376 904 JC 950 011

Goals and Action Plan for People of Color Participation and Diversity, 1994-1997.
PUB DATE- Apr 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; Community Colleges; *Diversity (Institutional); *Educational Environment; Faculty Recruitment; *Minority Groups; *Personnel Policy; School Holding Power; Student Characteristics; Student Recruitment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Centralia College WA

This action plan for Centralia College in Washington attempts to establish achievable goals, measurable objectives, and appropriate timelines to improve the participation and success of people of color at the college, as both students and staff. Introductory material explains the state mandate for colleges to develop action plans, the way in with the state's diversity goals are integrated with the college's mission, the history of multicultural efforts at Centralia College, and the planning process and assumptions. Part I presents data about people of color in the college's service area, students of color at Centralia, staffing at Centralia, and campus climate. The following findings are highlighted: (1) while the population of students of color is relatively small at Centralia College and in the local service area, it is growing faster than the population of the service area or the student population in general; (2) students of color generally have educational goals similar to white students, but do not currently enroll in academic or vocational courses, remain in programs, or complete programs at the same levels; (3) in general, students of color have greater needs for academic and financial support and career/transfer counseling than white students; (4) Hispanics are underrepresented throughout the college workforce, disabled people and women are underrepresented in executive positions, and people of color and disabled are underrepresented in the faculty. Part II presents goals, goal attainment measures, problem statements, and action plans for student recruitment and enrollment, student retention, student completion, staff recruitment and employment, and institutional climate. Part III underscores Centralia College's commitment to the plan, and identifies those offices responsible for particular areas of its implementation. (KP)

ED 376 905 JC 950 012

Centralia College Annual Report, 1993-1994.
PUB DATE- 94
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Annual Reports; Budgeting; *College Administration; *College Instruction; Community Colleges; Mission Statements; *Organizational Objectives; Staff Utilization; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- Centralia College WA

This report seeks to highlight the achievements of Centralia

Again" (Mary Heins); (6) "Richmond Four Corners" (Susan Girardin); (7) "A View from the Park" (Cristal J. Brown and Maggie Eaton); (8) "Adopt a Business" (Carol Smith and others); (9) "Weather Watch" (Judith Steffens and others); (10) "Go With the Flow" (Ken Bergstrom); (11) "Climb Every Mountain" (Ann Reames and others); (12) "The Big Alpha Circus" (Carol Smith and others); (13) "Inventions" (Nancy Phillips and others); (14) "Garbology" (Jane Vossler and Terry Moore); and (15) "Carved in Stone" (Patricia Stevens and others). The book concludes with "Epilogue: Daring to Dance...or Not" (Chris Stevenson and Judy F. Carr). (TJQ)

ED 376 923 PS 022 337

Laughy, Linwood
Getting the Best Bite of the Apple: How To Take Control of Your Child's Education in the Public Schools.
PUB DATE- 93
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Educational Improvement; Home Schooling; *Parent Participation; Parent Role; *Parent School Relationship; Parent Teacher Cooperation; Private Schools; *Public Schools

Noting that the single best way to improve elementary education is to strengthen parents' role in it, this book describes aspects of parent-school interaction that could be used to improve the quality of children's education and academic success. The first chapter defines the ineffective ways in which most parents respond to public education and suggests that being interactive parents (parents who skillfully interact with school personnel to a degree and in a manner that has a powerful impact on their children's learning) is the most effective approach. The subsequent seven chapters focus on different actions of an interactive parent, such as: (1) establishing positive relationships with school personnel; (2) selecting the child's teacher; (3) choosing the child's curriculum; (4) setting standards for quality performance; (5) monitoring academic progress through review of tests, report cards, and standardized achievement test scores, and through parent-teacher conferences; (6) solving problems using techniques that range from prevention to negotiation to confrontation; and (7) considering alternatives within or outside of the public school system, if interactive parenting proves unsuccessful. Included in the book are four appendices: classroom observation guidelines, guidelines for interpreting standardized achievement test results, an interactive parents' annual calendar, and guidelines for setting standards for exceptional students. An extensive glossary of terms is provided. (BAC)

ED 376 924 PS 022 407

Partners for Change. The Ounce of Prevention Fund Annual Report 1992-1993.
PUB DATE- Apr 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

builds on state and local innovations is essential, this report provides recommendations for state policymakers and advocates to address deficiencies in child support enforcement. The recommendations are in the areas of resources, paternity, and outreach. They include: (1) establishing caseload standards; (2) maximizing federal funding; (3) providing training for child support enforcement workers; (4) enacting the Uniform Interstate Family Support Act; (5) establishing hospital-based and post-hospital voluntary acknowledgement of paternity; (6) establishing outreach about paternity; (7) expediting procedures for contested paternity; (8) expediting procedures for locating absent parents; (9) centralizing monitoring and enforcement; (10) making state licenses contingent on payment of support; (11) identifying and addressing barriers to access; (12) establishing interagency linkages; and (13) working with noncustodial parents. (MDM)

ED 376 943   PS 022 720

Boidy, Tish; Moran, Michelle
Improving Students' Transfer of Learning among Subject Areas through the Use of an Integrated Curriculum and Alternative Assessment.
PUB DATE- Apr 94
NOTE- 61p.; M.A. Action Research Final Report, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Elementary Education; *Elementary School Curriculum; Elementary School Students; Evaluation Methods; *Integrated Curriculum; Portfolios (Background Materials); Program Effectiveness; *Student Evaluation; *Transfer of Training
IDENTIFIERS- *Alternative Assessment; Thinking Across the Curriculum

An intervention program sought to improve third- and fifth- grade students' ability to transfer learning among subject areas and to apply their learning to everyday occurrences. Surveys and interviews revealed the lack of student transference of knowledge among subject areas; teacher surveys and an interview with the curriculum director provided additional evidence. Probable cause of students' inability to make connections was thought to be related to curriculum overload, fragmentation, and irrelevancy; time, schedule restraints, and teacher reluctance to use innovative units also contributed. Two intervention strategies were used: (1) curriculum integration; and (2) use of alternative assessment. Integrated units connected core disciplines, incorporated technology into the classroom, and demonstrated the relevance of curriculum content in real-life settings. Methods of student assessment included portfolios, journals, writing across the curriculum, and testing that included higher-order thinking questions. The program was evaluated using surveys and interviews. Evaluation showed that the lack of connection across subject areas in school was reduced, and that students were better able to transfer knowledge among subject areas and to apply school-learned skills to everyday life. (Six appendices include interviews and surveys, criteria sheets, writing prompts, and a higher order thinking skills test.) (TM)

ED 376 944   PS 022 722

Fthenakis, Wassilios E.

forward toward difficult but valuable achievements), and presents a structured model for the program. Section 2 describes patterns of interaction between staff and participants during the three typical phases of a youth program--the directive phase, the shared influence phase, and the guidance phase--and how this model transfers to "real life." This section also explains how to design a challenge course based on a series of interaction patterns. Section 3 explains the role of the challenge instructor in terms of an analogy with a tradesman with a toolbox. Section 4 provides practical tools, such as determining baselines of performance ability and providing feedback, that will help children link their present efforts to their challenge goals. Section 5 deals with frameworks for motivation, including visions, efficacy, and systems, and the influence of self-esteem on motivation. Section 6 contains examples of proven programs and ideas. (AP)

ED 376 963 PS 022 792

Moore, Gary T.
The Evaluation of Child Care Centers and the "Infant/Toddler Environment Rating Scale": An Environmental Critique.
PUB DATE- 12 Jan 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Building Design; Class Activities; Classroom Design; *Day Care Centers; Early Childhood Education; *Educational Environment; *Educational Facilities Design; Evaluation Research; Flexible Facilities; *Rating Scales; Spatial Relationship (Facilities); *Test Content
IDENTIFIERS- *Infant Toddler Environment Rating Scale

This paper questions the physical environmental adequacy of the Infant/Toddler Environment Rating Scale (ITERS) developed by Thelma Harms, Debby Cryer, and Richard Clifford at the University of North Carolina, Chapel Hill. ITERS is a 35-item scale designed to assess the quality of center-based infant and toddler care, and one of a family of child care rating scales developed by its authors. It is based on a broad definition of environment, considering not only the organization of space, but interaction, activities, schedule, and provisions as well. An evaluation of the 396 detailed descriptors that are used to score a center on the scale items found that only 35 were directly related to the physical environment of the center. Some test items are confounded with behavioral use patterns. The scale is also silent on important issues, such as the use of traditional, self-contained classrooms versus modified open spaces; the pros and cons of different organizational patterns; the environmental characteristics of a center that facilitate developmentally appropriate play activities; and the environmental impact of age-mixing. Items measuring peer interaction and caregiver-child interaction lack any descriptor that relates to the physical setting. Other strengths and weaknesses of the ITERS are discussed. (MDM)

ED 376 964 PS 022 793

Moore, Gary T.
The Developmentally Appropriate Design of Child Care Facilities.
PUB DATE- 21 Jun 94
NOTE- 12p.; Summary text of a paper presented at the United Nations Conference on the Rights of the Child--Stronger Families--Stronger Children (Victoria, Canada, June 21, 1994).

rights of children and their families; (2) parenthood and employment; (3) child care legislation; (4) recent changes in child care ideology and practical activities; (5) the spectrum of available child care and activities by age group; (6) day care centers; (7) part-time groups; (8) open preschool; (9) family day care; (10) care services for school children; (11) children requiring special support; (12) children from other cultures; (13) educational programs for preschools and leisure-time centers; (14) child care staff training and certification; (15) in-hospital child care services; and (16) child care development support, follow-up, and evaluation. The fact sheet notes that child care, along with parental insurance and child allowances, is a cornerstone of Swedish family policy and law. Parents are granted work leave-of-absence for childbirth and child illness, and receive compensation for lost work time. Children have access to child care amenities from the age of 12 months, and they qualify for child allowance up through age 18. These rights lie behind one of the highest birthrates in Western Europe, coupled with the highest employment participation rate for mothers of infant children. (ET)

ED 376 981   PS 022 865

Boettger, Mary Ann
Does an Extra Year (Junior First Grade) Enhance Academic Ability and Self-Concept of Academic Ability?
PUB DATE- May 94
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Academic Achievement; Age Differences; Attendance; Class Rank; *Elementary School Students; Grade 1; Grade Point Average; *Grade Repetition; Kindergarten; Mathematics Achievement; Predictor Variables; Primary Education; Reading Achievement; *Self Concept; Sex Differences; *Student Attitudes; *Transitional Programs
IDENTIFIERS- *Extra Year Programs (Kindergarten)

This study examined whether the educational practice of retaining students in junior first grade for a year between kindergarten and first grade enhanced their academic achievement and self-concept of academic ability. Subjects were 120 students randomly selected from a midwestern school district and divided equally into 4 groups: (1) recommended for first grade and placed in first grade; (2) recommended for junior first grade and placed in junior first; (3) recommended for junior first grade but placed in first grade; and (4) borderline between junior first grade and kindergarten, but placed in first grade. The groups were compared on 14 variables: (1) gender; (2) birth month; (3) retention; (4) absences; (5) lunch status; (6) class placement in mathematics; (7) grade point average in mathematics; (8) mathematics total on California Achievement Tests; (9) category of achievement in mathematics on the Michigan Educational Assessment Program; (10) class placement in reading; (11) grade point average in reading; (12) reading total on California Achievement Tests; (13) category of achievement in reading on the Michigan Educational Assessment Program; and (14) self-concept of academic ability. Males were retained in junior first grade at twice the number of females, and several variables were significantly different for the four groups, including self- concept of academic ability. Findings indicated that an extra year of junior first grade did not enhance academic achievement or self-concept of academic ability. (Contains a 49-item bibliography.) (WP) research and practice. Several major impediments that keep evaluation findings from being read are outlined, along with responses to increase reader interest and ease of use. Contains 11 references. (SV)

ED 376 999 RC 019 861

John, Robert; And Others
Faculty Development in Gerontology for Faculty of American Indian Colleges. Final Report.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- May 92
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Aging Education; *American Indian Education; *American Indians; *College Curriculum; *Faculty Development; *Gerontology; Higher Education; Training Objectives
IDENTIFIERS- American Indian Higher Education Consortium; Kansas State University; University of Kansas

This project aimed to build gerontological expertise among faculty from the American Indian Higher Education Consortium (AIHEC) colleges who train students and paraprofessionals to deal with American Indian elders. The objective was primarily accomplished through an intensive 3-week summer institute on aging and through independent readings in gerontology directed by faculty from the University of Kansas and Kansas State University. Project staff conducted nine major activities to accomplish the objectives, including recruitment of project trainees, formation of an advisory board, development of graduate-level training, provision of technical assistance, and program evaluation. Eighteen representatives of the AIHEC colleges and three University of Kansas minority undergraduate fellowship recipients attended the summer institute. The fall readings course attracted 15 participants. The project provided a three-volume set of readings from the summer institute curriculum to each college library so that undergraduate students and faculty would have access to this resource. Project trainees, college presidents, college librarians, and others completed a mail survey concerning the project. Results showed positive outcomes not only for the participants of the project, but also for faculty colleagues and undergraduate students at the colleges. Appendices contain the summer institute curriculum, a list of program participants, the final program evaluation survey instrument, and project attachments. (KS)

ED 377 000 RC 019 862

Crume, Charles T., Jr.; Lang, G. Mac
An Analysis of the Camp Wallace, Camp Currie and Camp Webb Studies: A Comparison of Self-Concept and Wilderness Anxiety Scores.
PUB DATE- Nov 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Measures; *Anxiety; Fear; Females; Intermediate Grades; Males; Outdoor Education; Pretests Posttests; *Program Effectiveness; *Resident Camp Programs; *Self Concept; Sex Differences; *Student Attitudes; *Wilderness

viewed. Suggestions for the best way to proceed are requested. An annotated bibliography contains 21 references. (SV)

ED 377 017 RC 019 894

Preparing American Indian Students for the 21st Century. Hearing on S. 1150 To Improve Learning and Teaching by Providing a National Framework for Education Reform;...To Ensure Equitable Educational Opportunities and High Levels of Educational Achievement for All American Students; To Provide a Framework for Reauthorization....Hearing of the Committee on Labor and Human Resources. United States Senate, One Hundred Third Congress, First Session (Santa Fe, New Mexico, August 21, 1993).
PUB DATE- 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; *Educational Change; Educational Needs; *Educational Objectives; Elementary Secondary Education; Federal Legislation; Hearings; Higher Education; Navajo (Nation); Preschool Education; Pueblo (People); *Tribally Controlled Education
IDENTIFIERS- Bureau of Indian Affairs Schools; Congress 103rd; *Goals 2000

A Congressional hearing held in Santa Fe, New Mexico, received testimony on the Goals 2000: Educate America Act as it applies to American Indian education. The purpose of the hearing was to explore ways in which American Indians can participate as equal partners in the process of reaching national consensus on education reform, including the development of content and performance standards and an assessment mechanism. A representative of the Bureau of Indian Affairs (BIA) described how BIA schools are addressing the six national goals as well as two additional goals concerning Indian culture and language and school facilities. A representative of the Navajo Nation outlined the history and philosophy of Navajo education, described the six school systems serving Navajo students, and discussed Navajo educational goals and interest in reform, particularly the establishment of a "Department of T'aa Dine Education" to oversee Navajo education in a manner similar to a state department of education. Pueblo leaders and educators praised the national goals while pointing out how interpretation of the goals from an inappropriate perspective could be damaging to Indian students; discussed the danger of raising expectations without providing needed financial support; described needs for educational facilities and culturally sensitive teachers; and addressed the problem of culturally biased evaluation instruments driving the curriculum. (SV)

ED 377 018 RC 019 895

Reauthorization of the Elementary and Secondary Education Act of 1965. Hearing on the Administration's Proposal before the Committee on Indian Affairs. United States Senate, One Hundred Third Congress, Second Session.
PUB DATE- 4 May 94
NOTE- 145p.; The chart on page 139 contains filled-in type.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; Bilingual Education; Educational Administration; Educational Legislation; Elementary

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Graduation Requirements; High Schools; *Mathematics Curriculum; Mathematics Education; Questionnaires; *Science Curriculum; Science Education; *Science Instruction; *Secondary School Mathematics; Secondary School Science; State Standards; Teaching Methods
IDENTIFIERS- Mathematics Education Research; *NCTM Curriculum and Evaluation Standards; *Project 2061 (AAAS); Reform Efforts; Science Education Research

The purpose of this brief is to draw from the findings of the 1990 Reform Up Close study of high school mathematics and science in six states by the Consortium for Policy Research in Education in order to: (1) characterize standard-setting policies in high school mathematics and science, (2) document the effects of these standard-setting policies on the math and science curriculum as experienced by students, and (3) compare the nature of the enacted curriculum to the desired curriculum as reflected in documents of today's curriculum reforms. It was found that the content of mathematics and science courses appeared not to have been compromised by increased enrollments, but the instruction still looked quite traditional. (MKR)

ED 377 038 SE 055 233

Felder, Richard M.; Brent, Rebecca
Cooperative Learning in Technical Courses: Procedures, Pitfalls, and Payoffs
SPONS. AGENCY- National Science Foundation, Washington, DC. Div. of Undergraduate Education.
PUB DATE- Oct 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Learning; *Engineering Education; Environmental Education; Group Activities; Higher Education; Teaching Methods; *Technical Education

A longitudinal study of a cohort of engineering students has been conducted at North Carolina State University since 1990. The students were taught five chemical engineering courses in five consecutive semesters using several nontraditional instructional methods, including cooperative (team-based) learning. As part of the longitudinal study, procedures were adapted or devised for implementing cooperative learning in courses that stress quantitative problem solving. These procedures are summarized in this report. The objectives of the report are to offer ideas for using cooperative learning effectively in technical courses, to give advance warning of the problems that might arise when cooperative learning is implemented, and to provide assurances that the eventual benefits to both instructors and students amply justify the perseverance required to confront and overcome the problems. The report is divided into sections that include: (1) "Introduction: Elements of Cooperative Learning"; (2) "In-Class Exercises"; (3) "Out-Of-Class Exercises"; (4) "Issues and Answers"; and (5) "Conclusion." Contains 20 references. (LZ)

ED 377 039 SE 055 249

Wee Recyclers Resources.
PUB DATE- 92
NOTE- 223p.
LANGUAGE- English

Palmer, Don; And Others
Stop! Look & Lesson: A Guide to Identifying and Correcting Common Mathematical Errors Manual.
PUB DATE- 94
NOTE- 120p.; For a related document, see SE 055 442.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algorithms; Arithmetic; *Educational Diagnosis; Elementary Education; Error Correction; *Error Patterns; Foreign Countries; *Fractions; *Mathematics Instruction; *Number Systems; Remedial Instruction; Student Evaluation
IDENTIFIERS- Australia; *Diagnostic Interviews

This manual is a dictionary of some 150 errors made by students in their work in mathematics. A precise definition and examples are given for each of these errors and these, combined with a description of common causes of the error, form a background for diagnosis of student problems with arithmetic. Teaching strategies and ideas, each linked to a specific error, are also suggested. Chapter topics include: (1) causes of student problems in mathematics, (2) advice about reteaching, (3) how to use Stop! Look and Lesson, (4) complete list of Stop! Look and Lesson errors, (5) problems with the number system, (6) problems with algorithms, and (7) problems with fractions. Contains 144 references. (MKR)

ED 377 061 SE 055 442

Palmer, Don; And Others
Stop! Look & Lesson: A Guide to Identifying and Correcting Common Mathematical Errors Strategies.
PUB DATE- 94
NOTE- 120p.; For a related document, see SE 055 441.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Algorithms; *Arithmetic; Educational Diagnosis; Elementary Education; *Error Correction; Error Patterns; Foreign Countries; *Fractions; Lesson Plans; *Mathematics Instruction; *Number Systems; Remedial Instruction; Student Evaluation; Worksheets
IDENTIFIERS- Australia; Mathematics Activities

This book provides a comprehensive collection of 66 teaching strategies and ideas to help overcome problems with number, each linked to a specific kind of error described in the related manual. Most of these strategies are classroom-ready and easily implemented. Some are notes for the teacher to read and then plan activities accordingly, and many are activities that can be photocopied for students to use. An index of these notes and activities cross-referenced via strategy number to each error category is given in Appendix 2. Appendix 1 provides reproducible student diagnostic outlines. Topics covered include number systems, arithmetic, calculators, order of operations, decimals, and fractions. (MKR)

ED 377 062 SE 055 446

Sneider, Cary I.
Experimenting with Model Rockets: Teacher's Guide. Grades 6-10.

PUB DATE- 93
NOTE- 77p.; Accompanying 8-page "Teacher's Guide" is appended.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Responsibility; Curriculum Enrichment; History Instruction; Information Dissemination; Medical Research; Medicine; Moral Values; Nuclear Physics; *Public Policy; *Science and Society; Science History; *Scientific and Technical Information; *Scientific Enterprise; *Scientists; Secondary Education; Teaching Guides; Teaching Methods
IDENTIFIERS- Galileo; Oppenheimer (J Robert); *Public Interest

This booklet is part of a series designed to help students take and defend a position on public issues. This booklet addresses the issues faced by society and individuals due to advances in scientific knowledge. It presents questions, stories, and scenarios for student discussion. Students are instructed to identify three kinds of questions in a discussion: (1) ethical or value questions; (2) questions of definition; and (3) questions involving facts and explanation. The document consists of six sections. The first is an overview that introduces the series, explains to students what the issues to be examined are, and suggests how the student should approach these issues. The second section deals with society and the limits that it places on science. As illustrations of the power of society to repress scientific knowledge, this section discusses the trial of Galileo and the modern example of the cancellation of funding for a conference on possible links between genetics and violence. The third section describes the dilemma faced by scientists when society disapproves of or condemns as evil their methods or studies. The next section is on specialized knowledge and decision making. It presents scenarios of debates over the fluoridation of water and how much information physicians may withhold from patients or their families. The fifth section relates these issues to current topics and choices about creating and using knowledge. The final section presents questions for review and discusses the issue of choices and of who funds what research. The accompanying teacher's guide focuses on the following organizing questions: (1) Under what conditions, if any, would it be in the public interest to prohibit or limit certain lines of investigation, to keep investigations secret, or to prevent a person from disseminating a scientific belief? (2) Under what conditions, if any, might a scientist's obligations to her profession conflict with obligations to her country or to humanity? How should these dilemmas be resolved? and (3) What is the citizen's obligation to understand science? What kinds of public policy questions should citizens delegate to scientists and experts? The guide breaks down teaching the unit into preparation, introduction of the unit, and a basic discussion of each section of the unit. A 6-item bibliography and handouts are included. (DK)

ED 377 084 SO 023 521

Singleton, Laurel R., Ed.
The Civil War: Slavery and the Crisis of Union. Public Issues Series.
PUB DATE- 89
NOTE- 77p.; Accompanying 8-page "Teacher's Guide" is appended.
LANGUAGE- English

indicators to discuss the role of these indicators in the 1991 World Education Report as well as future issues concerning education indicators. The meeting was opened by the chairperson with a review of the usefulness of indicators in providing summary measures of the state of education in the world and in individual nations. The group discussed desirable traits of education indicators. The need for the measurement of actual learning, rather than simple attendance was highlighted as well as the need to measure teachers' contributions and roles in the report. The discussion then focused on the value of individual indicators and UNESCO's overall measurement strategy. A general debate included the following areas: (1) coverage; (2) framework; (3) presentation; (4) number of indicators used; (5) disparities; (6) vulnerable groups; (7) illiteracy; (8) issues related to language and script; (9) learning outcomes and efficiency; (10) projections; (11) book and textbook production; (12) enrollment ratios; (13) teacher supply; (14) transition rates; and (15) meaning of public/private distinction. Presentations followed on educational indicator work done by the Organization for Economic Co-operation and Development (OECD) and the International Association for the Evaluation of Educational Achievement (IEA). The meeting concluded with a discussion on future UNESCO work on education indicators and a suggestion for a similar forum be held in regard to the 1993 World Education Report. (CK)

ED 377 100   SO 024 324

Klingensmith, Bob, Ed.
Prelude to Performance Assessment in the Arts: Kindergarten through Grade Twelve.
PUB DATE- 93
NOTE- 72p.; For a related document, see ED 364 457.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art; *Art Education; Art Teachers; *Competency Based Education; *Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Performance; State Standards; Teacher Developed Materials
IDENTIFIERS- *California; National Standards for Arts Education

Contributions by California art educators in this guide outline issues underlying performance assessment and provide examples of assessment for the arts from kindergarten through grade 12. Chapter 1 introduces art as basic to education and presents the potential of art education for all students. Chapter 2 examines performance assessment by giving definitions, examples, and standards of performance assessment. Chapter 3 describes the challenge of assessing the arts for teachers. Elements of good art assessment, the standards for assessment, assessment as good instruction, and scoring are some of the challenging areas for teachers. Chapter 4 provides two sample performance assessments in the arts. The first example, for kindergarten through grade three, is a drama using a theme of a Christmas toy shop to explore open-ended problems. The second example, for high school students, incorporates a written component that consists of gallery reviews. Chapter 5 explores the future of the Towards Arts Assessment Project (TAAP) in California. Chapter 6 discusses the national trend of assessment in the arts through the establishment of national standards for the arts and the framework under development for a proposed 1996 National Assessment of Educational Progress (NAEP) arts assessment. A flowchart illustrates the similarities between

IDENTIFIERS- Education for Democratic Citizenship in Poland; ERIC Digests; Europe (East Central); *Poland

This ERIC digest discusses the Education for Democratic Citizenship in Poland (EDCP) project, a cooperative effort of the Polish Ministry of National Education, the Mershon Center at The Ohio State University, and the Bureau for Civic Education in Local Control Schools at Warsaw, Poland. The digest discusses the background of the project, the project's original five major activities, and four new activities. Directors of and participants in the project are identified. A 7-item list of references and ERIC resources is included. The five original activities include: (1) a curriculum guide for civic education in Poland, funded by the National Endowment for Democracy; (2) a primary school civics course titled "Civic Education: Lesson Scenarios," funded by the United States Information Agency (USIA); (3) a course for pre-service teachers, "The School in Democratic Society" funded by the Pew Charitable Trusts; (4) a network of five centers for civic and economic education, funded by the National Endowment for Democracy; and (5) an international conference on civic education, funded by the Polish Ministry, Mershon, USIA, and the Pew Charitable Trusts. The four new activities are: (1) the Society for Civic Education; (2) a close-up look at Polish Politics and Government, "Civic Polonus"; (3) a book for educators and policymakers; and (4) research on civic education and democratization in Poland. (DK)

ED 377 121   SO 024 570

Wojtan, Linda S.
Ideas for Integrating Japan into the Curriculum. ERIC Digest.
SPONS. AGENCY- National Clearinghouse for United States-Japan Studies, Bloomington, IN.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Area Studies; *Cultural Awareness; *Curriculum Development; Elementary Secondary Education; Foreign Countries; *History Instruction; *Japanese; *Multicultural Education; Resource Materials; Social Values; Teaching Methods
IDENTIFIERS- ERIC Digests; *Japan

This ERIC Digest discusses how, by studying Japan, the larger context of the Asia-Pacific region can be explored and students can be introduced to current realities. The top 5 competitive countries for 1994 were the United States, Singapore, Japan, Hong Kong, and Germany. Because of the increasing interdependence between the United States and Japan, and Japan's place as an important part of Asia-Pacific dynamism, it is imperative that U.S. students increase their knowledge and understanding of Japan. The study of Japan has important multicultural dimensions. Mutual understanding continues to be illusive because attempts to examine aspects of Japanese culture sometimes result in exchanging one stereotype for another. What is needed is an exploration of the historical, economic, geographic, and sociological reasons behind what seems to be a propensity for group orientation. Suggested strategies for teaching about Japan while ensuring cultural accuracy include: (1) utilizing multiple perspectives; (2) including historical context; (3) involving Japanese nationals and other community resource persons; (4) exploring the

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Environment; Educational Research; Elementary School Students; Elementary Secondary Education; Environmental Influences; Homework; Interaction; *Learning Strategies; Literature Reviews; Parent Role; *Parent Student Relationship; Secondary School Students; *Self Management; *Teacher Student Relationship
IDENTIFIERS- *Self Regulated Learning

This paper presents a literature review on self-regulated learning and then reports two investigations. The two investigations identified situations that seemed likely to afford opportunities for self-regulated learning to occur and followed what parents and teachers did to provide implicit support in these situations. The hypothesis was that the development in students of orientations to engage in self-regulatory effort and to value or even enjoy this experience occurs in part through certain relevant and recurring, elemental activities and interactions with significant others. The first investigation examined the implicit teachings involved in parent-child interactions around homework. It found that homework sessions were catalysts for parent-child dialogue around issues of autonomy and conformity. The second investigation coded high school students' essays for elements of self-regulated learning; most frequently used elements were emotion control, planning, and self-evaluation. The paper concludes that self-regulated learning comes about from the continuing interchange between students and the educating elements of their extended environments--adults and knowledgeable peers, various enacting curricula, and affording activities. (Contains approximately 70 references.) (JDD)

ED 377 141 SP 035 437

Davis, Voyia
Teacher's Assessment of the Quality of Their Schools.
PUB DATE- Nov 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Quality; Elementary Education; Elementary School Teachers; *Institutional Characteristics; Job Satisfaction; Literature Reviews; Quality Control; School Effectiveness; Surveys; *Teacher Attitudes; *Total Quality Management
IDENTIFIERS- *Illinois

Thirty-eight teachers completed the Illinois Quality Schools Index Survey, which measured teachers' attitudes towards characteristics of quality schools. The majority of the teachers felt that the characteristics indicative of a quality school were often implemented in their school. Over half the teachers felt that their schools often or always demonstrated: leadership; a clearly stated mission; clear expectations for administration, staff, students, and parents; more time on teaching and learning; frequent monitoring of what students are taught; preparation of students to be lifetime learners; an atmosphere of cooperation, trust, positiveness, and orderliness; and parent/community participation. The study supports the translation of Total Quality Management (TQM) principles into categories appropriate for quality schools. A acquiring skills. (JDD)

ED 377 160 SP 035 582

Baker, Elizabeth A.
Restructuring Preservice Teacher Education Governance: Beyond Collaborative Efforts.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Change Strategies; Elementary Secondary Education; *Governance; Higher Education; Institutional Cooperation; *Participative Decision Making; *Partnerships in Education; Policy Analysis; Policy Formation; Political Power; *Preservice Teacher Education; Standards; Teacher Certification
IDENTIFIERS- *Centers of Pedagogy; *National Board for Professional Teaching Standards; Reform Efforts

Since the mid 1980s, several groups including the Carnegie Forum, the Holmes Group, and the Center for Educational Renewal have conducted investigations and published reports and proposals on improving the quality of teacher education programs. This paper analyzes the various proposals and contends that current or recommended teacher education frameworks (respectively named traditional and prevalent) will not produce the desired results without restructuring the governance of teacher preparation. Among the conditions in prevailing governance structures that are analyzed are the following: state legislative bodies maintain autonomous regulation of teacher licensure criteria; roles, responsibilities, and qualifications of faculty and administrators of Departments of Education remain unregulated by the teaching profession; and several key actors responsible for preparing preservice teachers are left without representation or voting powers. Proposals which address these weaknesses are offered, including recommendations that professionals who implement decisions would also make them and that all key actors, including preservice teachers, who are directly involved in teacher education programs would vote on decisions. To accomplish these purposes, it is proposed that the responsibilities of the National Board for Professional Teaching Standards and of Centers of Pedagogy (as proposed by the Holmes Group) be extended. Three figures provide a visual representation of traditional, prevalent, and strengthened preservice teacher education governance structures. (Contains 28 references.) (LL)

ED 377 161 SP 035 584

Gottlieb, Esther E.
Foundations of Education: Texts and the Canon.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Course Content; Educational Change; *Educational

organizations, Florida Community College at Jacksonville, and the University of North Florida College of Education and Human Services sought to improve the preparation of urban teachers, increase student achievement, and decrease urban teacher attrition rates. The project included a clinical continuum beginning with pre-education students at the community college and the university, continuing through their pre-internship and internship experiences and first year of teaching, as well as the development of in-service professionals. Targeted instructional strategies were chosen for proven effectiveness with urban students; professional norms were those that support reform of both preservice and inservice teachers (collegiality, experimentation, reflectivity, commitment to teaching, multicultural sensitivity, teacher empowerment, and ongoing inquiry). Teams were in place for each of four places on the continuum: an implementation team coordinated project parts, and an evaluation team worked at the end of the third year to assess and disseminate information and to make recommendations. The project has significantly restructured the clinical phase of teacher preparation, improved schools, and showed indications of lower teacher attrition rates. The paper includes appendixes containing the continuum and a fact sheet on the project. (Contains 14 references.) (JB)

ED 377 179   SP 035 619

Pollard, Andrew; And Others
Changing the Classroom Curriculum: The Acid Test of Policy Intervention.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *British National Curriculum; Classroom Research; *Curriculum; Educational Change; Educational Policy; Elementary Education; Elementary School Teachers; Foreign Countries; *Intellectual Disciplines; Legislation; *Student Attitudes; *Teacher Attitudes; Teaching Methods; *Time Factors (Learning)
IDENTIFIERS- *England

Data from a larger study reveals how policy-directed change is perceived and experienced by teachers and pupils in early years of primary school in England between 1990 and 1993. Data from PACE: Primary Assessment, Curriculum and Experience, a study of educational change under reform of the National Curriculum, included interviews with 94 teachers and studies of 9 classrooms. The studies included field notes, systematic observation, and interviews with the teacher and 6 target pupils from each class who were tracked, longitudinally, across the 3 years. Evidence suggests that teachers feel more constrained and perceived considerable changes in the curriculum in the early years of primary school, though observations suggest that practices remain much the same and that any change is an increase in teaching single subjects and a move away from teaching thematically. Interviews with children showed that they preferred physical education, painting, and play to the National Curriculum core subjects. They also indicated very little evidence that the National Curriculum made any substantial difference to the curriculum as the students experience it. The overall effect has been of considerable perceived change for teachers but relatively

Jones, Beth; Poore, Michael T.
Picture Books: A New Text for Teaching Reading and Writing in the Intermediate Grades.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Literature; Higher Education; Intermediate Grades; Lesson Plans; *Picture Books; Preservice Teacher Education; *Reading Instruction; *Teaching Methods; *Writing Instruction

Children's picture books, for example Allan Say's "Grandfather's Journey," can provide fresh materials and approaches to teaching reading to students in intermediate grades. One approach for preservice teachers learning to use children's literature might be to begin by planning possible uses for one or more literature selections and then organizing those ideas into disciplines, themes, or skill areas. A teacher should provide many and varied experiences that include reading, writing, speaking, and listening. Using the Say book a teacher might ask students to discuss and write quick comparisons of two people. Then the teacher might introduce "Grandfather's Journey" and ask students to listen for ways that the grandfather and grandson could be compared and contrasted, as the teacher reads. Then an activity with a Venn diagram would allow further exploration of comparison between the story characters. For evaluation and assessment of skills and experiences the teacher might use writing exercises focused on the words "walk," "journey," and "experience" to allow students to write creatively about their own perception of these concepts in their lives. Responding techniques to these writing assignments become important to encouraging and developing self-confidence in future writing ability. Teachers should correct misspellings or other mistakes by modeling correct versions. (JB)

ED 377 197 SP 035 737

Qualifications of the Public School Teacher Workforce: 1988 and 1991. Statistical Analysis Report.
PUB DATE- Dec 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Educational Quality; *Intellectual Disciplines; *Misassignment of Teachers; *Public School Teachers; Secondary Education; Secondary School Students; *Secondary School Teachers; Statistical Analysis; *Teacher Certification; Teacher Characteristics; Teacher Education Programs; Teacher Effectiveness; *Teacher Qualifications
IDENTIFIERS- *Schools and Staffing Survey (NCES)

The quality of student/teacher interactions, in effect, the quality of learning, is greatly affected by the qualities (characteristics, qualifications, attitudes, and skills) of teachers. The Schools and Staffing Survey (SASS), conducted by the National Center for Educational Statistics, collected information that enables an analysis of teacher qualifications and the proportion of students being taught by less than fully qualified teachers. This document presents four analyses of with strong educational backgrounds who can serve as community literacy teachers and leaders (interns). Mentors from adult education programs trained the interns to teach English as a Second Language and English literacy. The project, a collaborative effort of three adult education programs, a university, and a literacy organization, is described in the guidebook. An introductory section gives an overview of the project and the guidebook. In the first five chapters, the project is detailed, including context and rationale, project structure and participants, the training/mentoring component, transition from training to teaching, and project evaluation. The final chapter outlines findings, challenges, and recommendations. Lists of references and resources for training are included. Appended materials include a letter welcoming interns to the training program, samples of minutes and handouts from training workshops, and some sample evaluation tools (possible questions for student exit interviews and checklists for student assessment). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 376 754 FL 800 841

Cruz, Jane
Stories from LIFE at Falls Church High School. Literacy Is For Everyone (LIFE) Final Report.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 93
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; Computer Assisted Instruction; Critical Thinking; Day Care; *English (Second Language); Evening Programs; *Family Programs; Field Trips; High Schools; *High School Students; Immigrants; Limited English Speaking; *Literacy Education; Middle Schools; *Parent Participation; Peer Teaching; Second Language Instruction
IDENTIFIERS- Fairfax County Schools VA

The report describes the development and implementation of Literacy Is For Everyone (LIFE), an English-as-a-Second-Language literacy program for limited-English-speaking immigrant families of students at Falls Church High School (Virginia). Participating families attended evening classes, groups, and workshops to develop literacy skills and become empowered to participate in their children's school and activities. Program components include 2-hour semi-weekly evening classes, access to two computer laboratories with software for language skill and critical thinking skill acquisition, peer tutoring with volunteers from the National Honor Society and Spanish Honor Society, child care provided by the high school child development program, collaborative activities for adults and high school and middle school students, and field trips. The report details program structure, student and facilitator participation, program strengths and challenges, and related resources available to instructors and participants. Anecdotes of program events and personal experiences are included throughout. Appended materials, which form the bulk of the report, contain supporting documentation for each chapter and a budget outline. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 376 755 HE 027 892

Andresen, Lee, Ed.; And Others

PUB DATE- 15 Nov 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Development; *College Students; *Comparative Analysis; *Educational Theories; Higher Education; Models; *Sex Bias; *Sex Differences; Student Attitudes; Student Behavior; *Student Development
IDENTIFIERS- Astin (Alexander W); Belenky (Mary Field); Chickering (Arthur); Eisenhart (Margaret A); Erikson (Erik); Gilligan (Carol); Kohlberg (Lawrence); Perry (William)

This paper reviews traditional, male-orientated theories of college student development, along with more recent theories that address the experiences of college women, and presents an analysis and synthesis of both groups of theoretical constructs. Student development is defined in terms of academic, personal, and professional achievement and growth. The theories advanced by Erik Erikson, Lawrence Kohlberg, Alexander Astin, William Perry, and Arthur Chickering were developed through the examination of male experiences and do not accurately portray the college experiences of women. The ideas advanced by Carol Gilligan, M. F. Belenky, and Margaret Eisenhart concentrate on women's actual experiences in higher education, focusing on how the educational experiences of women are different from those of men. In conclusion, the paper argues that both sets of theories have something to offer in regard to the understanding of student development, as long as the limitations of each author's ideas are recognized. (Contains 42 references.) (MDM)

ED 376 773 HE 027 910

Medical Education: Curriculum and Financing Strategies Need To Encourage Primary Care Training.
PUB DATE- Oct 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; College Curriculum; *Family Practice (Medicine); *Federal Aid; Government Role; Graduate Medical Education; Higher Education; *Influences; *Medical Education; Medical Schools; Medical Students; National Surveys; Predictor Variables; *Primary Health Care; Specialization; Student Attitudes

This report examines the decline in the number of medical students choosing generalist or primary care specialties, along with the efficacy of strategies designed to encourage students to choose generalist and primary care training. Based on surveys of college and medical school students, residents, and medical schools, the study focused on: (1) the characteristics associated with students who are more likely to choose generalist or primary care specialties in medical school; (2) curriculum requirements that expose medical students and residents to primary care training; and (3) the role federal financing plays in setting the focus of medical education. Although the strongest predictor of whether students would choose primary care careers was their stated preference for primary care before they entered medical school, the study found that some features of medical schools, such as the existence of a family practice department, were associated with an increased likelihood that students would go into primary care. Four appendixes provide information on personal and apparent by examining both methods and techniques. Methods generate techniques, and both must be distinguished from the devices (technology hardware) that are used in education. In traditional instruction the flow is from method to technique to device; in distance education, the device can affect method and technique. An evaluation framework is diagrammed that depicts the relations among device, method, technique, learner, content, and instructor. The interaction among these elements cannot be ignored during the development of distance education in the future. Three figures and two tables illustrate the framework. (Contains 7 references.) (SLD)

ED 376 791 IR 016 850

Seguin, Armand
Using the Internet in Competency Based Education.
PUB DATE- Jun 94
NOTE- 11p.; Paper presented at the Mid-America Competency Based Education and Training Conference (Indianapolis, IN, June 13-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Competency Based Education; *Computer Networks; Computer Software; Educational Research; *Educational Technology; Electronic Mail; Information Dissemination; Information Networks; *User Needs (Information); Vocational Education
IDENTIFIERS- ERIC; File Transfer Protocol; *Internet; USENET

This introduction to the Internet explains what it is, how to use it, and how it can be useful to those with an interest in competency-based education. The Internet is a network of over 14,000 networks as of August 1993, with 1,000 being added per month, and at least 1 million machines and 20 million people connected to it. There are several levels of connection. Anyone with Internet-capable electronic mail is on the Internet, but a "full" or direct connection that uses relatively complex software like Gopher and FTP (file transfer protocol) is generally available only to users on a local area network. Ways to access the Internet, including the use of gophers, USENET, and file transfer protocols, are discussed. There are currently no gopher servers or subsystems dedicated to competency-based education. The best sources for information on education are the Department of Education gopher, the ERIC system, and the VocNet listserv sponsored by the National Center for Research in Vocational Education. Ten resources are listed for further information. (SLD)

ED 376 792 IR 016 884

Bezard, M.; Bourguignon, C.
Tools for Language Programs. ICEM Technical Information Bulletin No. 19.
PUB DATE- Sep 94
NOTE- 24p.; This document is an abstract in English of the dossier "Des outils pour les langues" - (February 1994) written by the "Direction de l'Ingenierie educative" of the "Centre National de Documentation Pedagogique" of France.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

providing network access, training network users, and incorporating networked information into library operations. The book contains 26 papers written by information professionals from a wide variety of settings. Topics include: (1) the use of computer networks in public, school, academic, and special libraries to accomplish institutional goals, provide traditional and new services, and communicate with users; (2) legal, economic, and policy issues related to the electronic dissemination of information; (3) bibliographic control of networked information and the new generation of networked OPACs (online public access catalogs); and (4) new roles for information professionals in the networked environment. (DGM)

ED 376 810 IR 016 922

National Online Meeting Proceedings (15th, New York, New York, May 10-12, 1994).
PUB DATE- 94
NOTE- 464p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Books (010)
DESCRIPTORS- *Computer Networks; *Databases; *Electronic Publishing; Information Management; *Information Retrieval; *Information Technology; Library Automation; Multimedia Materials; Online Catalogs; *Online Searching; Online Vendors; Optical Data Disks; User Needs (Information)
IDENTIFIERS- Competitive Intelligence; Digital Libraries; Document Delivery; Internet; *Query Formulations; Scholarly Communication

This proceedings contains 58 papers that were reviewed and selected for presentation at the 1994 National Online Meeting. The introduction, "Highlights of the Online/CD-ROM Database Industry: Implications of the Internet for Database Producers" by Martha E. Williams, provides statistics regarding databases, database records, database producers, vendors or hosts of online/time-sharing services, online searches, connect hours, and revenues associated with online figures. The remaining papers cover a wide range of topics including full-text retrieval, semantic networks, electronic publishing, online services, information technologies, curriculum issues, digital libraries, scholarly communication, document delivery, search formulation, query formulation, end-user searching, competitive intelligence, library automation, and others. Each paper is preceded by a short list of relevant keywords and an abstract and concludes with a list of references. Papers presented at the meeting, but not included in full text, are listed separately. (DGM)

ED 376 811 IR 016 923

Mizokawa, Donald T.
Everyday Computing in Academe: A Guide for Scholars, Researchers, Students, and Other Academic Users of Personal Computers.
PUB DATE- 94
NOTE- 330p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - General (130)
DESCRIPTORS- Computer Graphics; *Computer Software; Databases; *Electronic Mail; Higher Education; *Information Management;

recommendations for preparing the school library media facility for offering online services, and Chapter 5 discusses strategies for the training and education of staff. Chapter 6 deals with developing, designing, and implementing an online curriculum, and management concerns are dealt with in Chapter 7. Document retrieval and networking are covered in Chapter 8, and Chapter 9 provides information on evaluating the online searching program. Current online searching school programs from several states are presented in Chapter 10 together with brief explanations of the programs and the strategies used to implement online services. The final chapter deals with the future of online searching in school library media centers. A directory of products and services and an index are provided. Contains 107 references. (BBM)

ED 376 830   IR 055 289

Weihs, Jean
The Integrated Library: Encouraging Access to Multimedia Materials. Second Edition.
PUB DATE- 91
NOTE- 142p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; Books; Cataloging; Educational Media; *Information Storage; *Integrated Activities; Library Catalogs; Library Collections; Library Personnel; *Library Technical Processes; Multimedia Instruction; *Multimedia Materials; *Nonprint Media; Preservation; Records Management
IDENTIFIERS- *Intershelving

This guide argues that cataloging rules for all materials, both book and nonbook, should be based on the same principles so that all catalog records can be in one file. The guidance in this book applies to collections that are directly accessible to the public where archival conservation plays little role. It is written for libraries that intershelve part or all of their collections and are interested in learning of additional storage devices and for library staff who are concerned about the proper care, handling, and storage of nonbook materials. Part 1 focuses on introducing intershelving into the library with attention to the needs of staff, patrons, the materials themselves, and general storage considerations. Part 2 deals with specifics of storage of media for greater access. A general bibliography is included. (Contains 76 references.) (SLD)

ED 376 831   IR 055 299

Huls, Mary Ellen; And Others
Planning, Producing, and Implementing a Multilingual Audiotape Walking Tour of the Iowa State University Parks Library.
PUB DATE- Nov 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Audiotape Recordings; College Libraries; Foreign Students; Higher Education; *Library Instruction; Problems;

ED 376 851 IR 055 327

Miller, Julie L.
Name Formation of Victorian Women Writers: A Comparison of Library of Congress Authority Records and Bibliographic Tools.
PUB DATE- May 94
NOTE- 74p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Authority Control (Information); *Authors; Bibliographic Databases; *Bibliographic Records; Cataloging; Comparative Analysis; *Females; *Humanities; Library Catalogs; Research Needs; Research Problems
IDENTIFIERS- *Anglo American Cataloging Rules; Library of Congress; MARC; *Victorian Period

This study compared the formation of the names of Victorian women writers in the Library of Congress name authority file to the formation of names in selected bibliographic tools created by humanities scholars. A purposive sample of 52 writers, divided into 12 problem categories derived from Chapter 22 of the "Anglo-American Cataloguing Rules," was searched in four bibliographic tools and the name authority file. A comparison of the variant forms found in the tools and the 100 and 400 fields on MARC (Machine-Readable Cataloging) authority records indicated a significant discrepancy in the formation of names. Forty-one percent of the entries in the tools, representing 45% of the variant forms, did not appear in the 100 or 400 fields of the authority records. It was concluded that further research in the area of authority control of personal names is needed in order to better meet the needs of humanities scholars. Possible solutions to the name discrepancy problem include changing the Library of Congress Rule Interpretations and involving the literary community in the creation of authority records. The appendices contain the data collection sheet and a list of writers included in the study. (Contains nine references.) (DGM)

ED 376 852 IR 055 328

McJunkin, Monica Cahill
Precision and Recall in Title Keyword Searches.
PUB DATE- Apr 94
NOTE- 78p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Bibliographic Databases; Bibliographic Records; Cataloging; Comparative Analysis; Library Catalogs; *Online Searching; *Performance; *Relevance (Information Retrieval); *Search Strategies
IDENTIFIERS- *Library of Congress Subject Headings; *OCLC

This study examines precision and recall for title and keyword searches performed in the "FirstSearch" WorldCat database when keywords are used with and without adjacency of terms specified. A random sample of 68 titles in economics were searched in the OCLC (Online Computer Library Center) Online Union Catalog in order to obtain their Library of Congress subject headings. After limiting by year and language, keywords were searched in "FirstSearch" with and without adjacency of the keywords specified. Subject headings of titles retrieved in keyword searches were compared with sample title subject headings to determine the degree of match, or relevancy.

declined nearly 10% from 1,531,900 to 1,376,300, with about 140,000 potential students indicating that they were unable to pay the higher fees or were turned away because of eliminated classes; (2) the colleges received a funding increase of 0.5%, while the consumer price index climbed about 9%; (3) during the 1993-94 academic year, colleges were expecting a 2% funding increase but received a 0.5% cut; (4) colleges were underfunded by at least $300 billion (about 11% of state support); (5) about 14,000 (11%) course offerings were eliminated; (6) at least 2,800 (9%) part-time faculty were laid off; (7) attempts to increase financial aid have had limited success in offsetting higher fees; and (8) colleges' educational quality has fallen as class size increased, student transfers have dropped, liberal arts and vocational education courses have been cut back, and maintenance of instructional equipment has been curtailed. Contains 18 references. (MAB)

ED 376 870   JC 940 609

Baez, Tony; Stewart, Linda
A New Paradigm for Basic Skills Education in Wisconsin: A Strategic Policy Recommendations Report.
PUB DATE- Jun 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Community Colleges; *Educational Policy; *Mission Statements; *Policy Formation; *Strategic Planning; Two Year Colleges
IDENTIFIERS- Basic Skills Task Force WI

This report contains the strategic policy recommendations of the Wisconsin Statewide Basic Skills Task Force. Introductory material describes the need for basic skills education within Wisconsin's adult population, and role of Wisconsin Technical College System (WTCS) in meeting that need. The next section considers the Task Force's formation to assess current practices and policies affecting basic skills education, develop a vision/mission statement redefining the WTCS's role and purpose as a basic skills provider, and guide the continued development and strengthening of the delivery of basic skills education within the WTCS. The next two sections focus on basic skills education as a new mission for the WTCS, including recommendations concerning the WTCS State Board's role and actions to be taken by individual colleges, along with the proposed Basic Education Mission Statement. The bulk of the report contains the Task Force's recommendations in the following areas: (1) a new paradigm of basic skills education as part of an adult school-to-work continuum; (2) equity of access and adequate availability of services; (3) efficient and consistent applied intake and assessment procedures; (4) a new student-centered curriculum and instructional delivery system; (5) the use of technology to enhance instruction; (6) appropriate student support services; (7) instruction and programming that promote student retention and successful transition to occupational and other postsecondary programs; (8) the effective utilization and development of full- and part-time staff; (9) collaboration among basic education and support services providers; (10) an adequate and stable resource base; and (11) urban and rural initiatives. Appendixes provide background facts and trends. (KP)

ED 376 871   JC 940 627

Education; Program Descriptions; *Program Effectiveness; Self Motivation; *Student Characteristics; Student Development; *Student Improvement; Study Habits; *Study Skills; Two Year Colleges; Two Year College Students
IDENTIFIERS- Harrisburg Area Community College PA

In addition to traditional study skills, the Master Student (MS) course at Harrisburg Area Community College (HACC), in Pennsylvania, includes subjects related to career decision making, human development, and psychology. A study was conducted to track the academic achievement, including grades, number of semesters enrolled, and total credits carried and earned, for the 115 students who took the initial MS course in fall 1992. Study findings included the following: (1) 59.1% of the group were males and 22.7% were minorities, both higher than in the general student population; (2) the initial MS group had a mean cumulative grade point average (GPA) of 2.21 at the end of summer 1993, compared to a college-wide GPA of 2.64; (3) while students performed well during the MS course semester, earning a GPA of 2.56, the mean GPA for courses taken the subsequent semester was 2.05; (4) overall, MS students completed an average of 3 semesters, and 79.1% continued their education at HACC for at least 1 additional semester after participation in the course; (5) the mean number of credits carried was 24.4, out of which 22.1 were earned; (6) while neither academic major nor ethnicity were related to any differences within the group, male MS students were more likely to have higher GPA's than females; and (7) the analysis indicated that the MS course did help student performance, at least on a short-term basis. Descriptive materials and an outline from the MS course and data tables are appended. (KP)

ED 376 888   JC 940 660

Graduate Time Study. 1992.
PUB DATE- Apr 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Age; *Associate Degrees; *College Graduates; Community Colleges; Day Students; Educational Certificates; Evening Students; Full Time Students; Part Time Students; Postsecondary Education; *Predictor Variables; *Student Characteristics; *Time Factors (Learning); Two Year Colleges
IDENTIFIERS- Harrisburg Area Community College PA; *Time to Degree

To determine the average time students take to complete an associate degree, certificate, or diploma, Harrisburg Area Community College (HACC), in Pennsylvania, conducted a study of all 944 students who graduated during the 1991-92 academic year. Data for the sample were gathered related to age, sex, grade point average, academic major, attendance of at least one semester at HACC, credits earned at HACC at time of graduation, year started at the college, and number of semesters attended. Study findings included the following: (1) 63% of the graduates were female, 94% were white, and the mean age was 29.6 years old; (2) on average, degrees were achieved in 5.6 years, certificates in 5.3 years, and diplomas in 1.2 years; (3) about 60% of degree certificate students graduated in 4 or fewer years; (4) for degree students, those who attended at least one semester full-time graduated sooner than those attending only part-time; (5) age was the most important predictor of time taken to complete a degree, with nearly all of the students 22 years or younger graduating in 4 years and less than half of the students older than 22 doing so; (6) GPA was also related

College during 1993-94 and present the college's objectives for the future. The report is organized by area, presenting highlights, objectives accomplished, and plans for the coming year. The report opens with statements of the college's mission, goals, values, and services, and a list of 15 accomplishments for 1993-94. The section on administration highlights accomplishments in the areas of dean of administration; auxiliary services; budget; buildings and grounds; business and auxiliary services; central services; the Centralia College Foundation; college development; computer services; personnel services; and public information. The section on instruction considers accomplishments in the areas of dean of instruction; associate dean of instruction; assessment; division chairs; business division; humanities/social science division; learning resource center; life/physical science division; home and family life/early childhood education; and the East County Center. The student services section focuses on achievements in the following areas: dean of students; admission and records; counseling and career center; Educational Talent Search; financial aid and student employment; handicapped and special needs program; sports programs; student programs; and student support services. Each section enumerates goals addressed in 1993-94 and goals for 1994-95. (KP)

ED 376 906   JC 950 013

Marsiglia, Flavio Francisco; Guy, Trevor
Horizontes: A Culturally Grounded E.S.L. College Entry Project for Latino Students. Fall '92, Winter '93 Pilot Phase.
PUB DATE- 30 Mar 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Attendance; *Bilingual Education Programs; Community Colleges; *English (Second Language); Language Experience Approach; Latin American Culture; *Latin Americans; Mentors; *Outcomes of Education; Pilot Projects; Program Descriptions; School Holding Power; *Spanish Speaking; Team Teaching; Two Year Colleges
IDENTIFIERS- Cuyahoga Community College Cleveland OH; *Project Horizontes OH

Project Horizontes is a culturally grounded English-as-a-Second Language (ESL) retention project developed for Latino students enrolled at the Metropolitan Campus of Cuyahoga Community College in Cleveland, Ohio. The theoretical assumption underlying the design of the project is that bilingualism should be treated as an expansion of expressive capabilities rather than a barrier. If strengths in both languages and cultures are respected and further developed, functioning should significantly improve as reflected in grades and language tests, retention should be markedly improved within and across quarters, and positive assimilation will be expedited. The initial project design featured two concurrent courses, a standard intermediate ESL grammar course taught in English, with some limited reinforcement in Spanish, and a team taught ESL course featuring Latino cultural awareness taught in Spanish, English writing with reinforcing concepts in Spanish, and a college survival skills component in English. In addition, the program included support groups; faculty mentorship; and supplemental social activities, lectures, and luncheon forums. After implementation in fall 1992 and winter

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Coordination; Early Childhood Education; *Early Intervention; Early Parenthood; Elementary Secondary Education; *Family Programs; Health Promotion; Health Services; Parent Education; Parenthood Education; *Partnerships in Education; *Philanthropic Foundations; Pregnancy; Prevention; Program Descriptions; *Social Services
IDENTIFIERS- Family Support; *Ounce of Prevention Program IL; Project Head Start; School Based Services

This report describes the activities of the Ounce of Prevention Fund, founded in 1982 as a public-private partnership to promote the well-being of Illinois children and families through various health and education programs. The Fund focuses its efforts on communities with limited resources, mainly in the Chicago metropolitan area. Among the Fund's major activities are: (1) the Toward Teen Health program, which operates 3 school-based adolescent health centers in Chicago, serving 3,000 teenagers; (2) 7 Head Start preschool programs in the Chicago area, serving 810 children; (3) the Parents Too Soon program, which works to deter teen pregnancy and support adolescent parents, offering workshops and classes to 41,000 teenagers statewide; (4) the Center for Successful Child Development, a comprehensive, prevention-oriented health, education, and social service center for families of the Robert Taylor Homes public housing project in Chicago; (5) the Kids Public Education and Policy Project (Kids PEPP), which advocates for policies benefitting children and families; and (6) various research and evaluation projects. A list of statewide sites and services, funding partners, and a financial statement is included. (MDM)

ED 376 925 PS 022 484

The Edna McConnell Clark Foundation 1993 Annual Report (October 1, 1992-September 30, 1993).
PUB DATE- 93
NOTE- 91p.; Contains numerous photographs.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Annual Reports; Blindness; Children; Court Litigation; *Disadvantaged Youth; Diseases; Educational Change; Family Programs; *Grants; *Homeless People; *Justice; *Medical Research; Middle Schools; *Philanthropic Foundations; Program Descriptions
IDENTIFIERS- *Edna McConnell Clark Foundation; Tropical Medicine

This report describes the activities of the Edna McConnell Clark Foundation for the 1993 fiscal year. Organized in 1950, the foundation's grant activities focus on five areas: children, disadvantaged youth, homeless families, justice, and tropical disease research. The report provides: (1) a brief history of the foundation and its activities; (2) a listing of the board of trustees and foundation staff; (3) the report of the foundation president; (4) a description of program activities in each of the foundation's areas of concentration; (5) a listing of grant recipients in each area; (6) a listing of grant recipients for special projects and education activities; (7) a report by the foundation's auditors; (8) a list of the foundation's publications; and (9) information on how to apply for a grant. (MDM)

ED 376 926 PS 022 511

Changes among Families in Europe and the Future of Early Childhood Education.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childhood Needs; Compensatory Education; *Coping; *Early Childhood Education; Family Role; Foreign Countries; One Parent Family; Population Trends; *Preschool Children; *Research Needs; *Social Change; Sociocultural Patterns
IDENTIFIERS- *European Community

Within the European community, demographic changes have been occurring that have particularly affected children. These major transitions, which have direct implications for early childhood care and education, include: (1) increases in life expectancy and reductions in birth rates; (2) a strong overall movement toward individualization of personal life plans; (3) increases in single-parent families; (4) changes in women's views and more mothers in the work force; (5) changes in parenting styles away from stressing conformity and convention and toward promoting competitive individualism, autonomy, and critical thinking; and (6) shifts in parent-child relationships toward a "partnership" style, where quality of relationship is central. These changes are compounded by the presence of greater geographic mobility and broader cultural diversity than ever before. Discontinuity in family development, pluralism in life styles and new and earlier transitions are the hallmark of the present day. Transition research is acutely needed, as little information is available on how children are to bridge the transitions in family development and what kinds of competence can be fostered. Almost no published work exists on intervention programs to help preschoolers with the difficulties of transitions. Transitions in educational processes can be defined analogously to family developmental processes. Contains 28 references. (ET)

ED 376 945 PS 022 728

Boutte, Gloria S.; McCoy, Barbara
Racial Issues in Education: Real or Imagined?
PUB DATE- Mar 94
NOTE- 27p.; Paper presented at the Association for Childhood Education International Study Conference (New Orleans, LA, March 30-April 2, 1994). A shortened version of this document appears in the journal "Young Children"; v49 n1 p19-23 Nov 1993.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Cultural Pluralism; *Multicultural Education; *Racial Attitudes; Racial Bias; Racial Integration; Standardized Tests; Student Characteristics; Student Placement; *Teacher Attitudes; Teacher Expectations of Students; Teacher Student Relationship

Multicultural growth in teachers is measured through their level of cultural self-awareness, their emotional response to difference, their mode of cultural interaction, and whether their teaching approach is ethnocentric or multicultural. Overt racial issues in education include racial differences in standardized testing, gifted and remedial placement, academic

Presentation sponsored by the Child Care Branch of the British Columbia Ministry of Women's Equality.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Building Design; Class Activities; *Classroom Design; *Day Care Centers; Early Childhood Education; *Educational Facilities Design; Flexible Facilities; *Playgrounds; School Size; *Spatial Relationship (Facilities)
IDENTIFIERS- Developmentally Appropriate Programs

This paper discusses the developmentally appropriate design of child care centers, focusing on the qualities or properties of center design that have been proven to influence child development. The paper suggests that the design of child care centers can be considered in terms of the five main steps in planning and designing a child care facility. First, they should be designed on a neighborhood hub model, incorporating family child care and group care centers of no more than 60-75 children, and located in neighborhoods or at workplaces. Larger centers may be subdivided into clusters of separate buildings with a central core for administrative and support services. Buildings should fit into the architecture of the locale and have adequate indoor and outdoor space (100 square feet per child indoors and another 100 square feet outdoors). Second, site planning is needed to provide a positive orientation (in North America, usually facing south). The buildings themselves should be designed to resemble homes instead of schools, with modified open spaces (semi-enclosed rooms and activity areas) instead of self-contained classrooms. Outdoor areas should be modeled after backyards, with resource-rich activity pockets linked by clear circulation. Third, overall building design needs to accommodate mixed-age groups in a village or house plan with a central core. Fourth, group houses, or modified open spaces, and fifth, outdoor activity spaces, which accommodate developmentally appropriate play yards, are also discussed. Illustrations of the design concepts are included. (MDM)

ED 376 965 PS 022 798

Hook, Jim; Shaeffer, Peggy
Wyoming Kindergartens: Past, Present, and Future. Wyoming Center for Educational Research Report Series 1993, No. 4.
PUB DATE- 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Curriculum Development; *Curriculum Evaluation; Early Experience; *Educational History; Educational Policy; *Educational Trends; *Kindergarten; Kindergarten Children; Primary Education; Prior Learning; School Entrance Age; School Readiness; Teacher Attitudes
IDENTIFIERS- *Developmentally Appropriate Programs; University of Wyoming; *Wyoming

This report reviews the history of kindergartens in America and in the state of Wyoming, and examines current trends and future directions of kindergarten programs. Wyoming's first kindergarten was established in Sundance in 1891-92. The University of Wyoming began offering courses in kindergarten theory by the mid 1940s, and the kindergarten became a regular part of the state's K-12 programs by the mid 1970s. Today's

ED 376 982 PS 022 869

Phillips, Deborah, Ed.; Crowell, Nancy A., Ed.
Cultural Diversity and Early Education: Report of a Workshop.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Cultural Differences; *Cultural Influences; Early Childhood Education; *Early Experience; Educational Policy; Educational Quality; Educational Research; Instructional Effectiveness; *Language of Instruction; *School Readiness; Teaching Methods

The increasingly diverse ethnic composition of the nation's children poses new opportunities, but also serious challenges, to the nation's education institutions, including the early childhood programs that lay the foundation for children's school experience and achievement. In light of the controversy on this subject, its significance for educational policy, and the complexity and changing dimensions of the issues that lie at the interface of early education and cultural diversity, a workshop (Culture and Early Education: Assessing and Applying the Knowledge Base) was organized in November 1993 to examine the small but growing research literature that bears on the early education of culturally and linguistically diverse populations of children. This report on the workshop is divided into five sections. The first section explains the origin and purpose of the workshop. The second through fourth sections offer discussion of the topics that provided the structure for the workshop. Those topics are: (1) the role culture plays in shaping children's earliest learning opportunities and experiences at home; (2) how children's cultural and linguistic backgrounds affect the skills, knowledge, and expectations that children bring to school; and (3) what is known about whether and how the nature, language, or content of instruction needs to vary to assure motivation and learning for children from differing linguistic and cultural backgrounds. The final section highlights directions for future research on cultural diversity in early education. Contains over 70 references. (TJQ)

ED 376 983 PS 022 876

Irwin, Charles E., Jr., Ed.; And Others
Health Care Reform: Opportunities for Improving Adolescent Health.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 94
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Health; *Health Care Costs; *Health Promotion; *Health Services; Individual Needs; Professional Training; Public Health
IDENTIFIERS- *Access to Health Care; *Health Care Reform; Health Delivery Systems; Health Risk Susceptibility

Health care reform represents a major step toward achieving the goal of improved preventive and primary care services for all

IDENTIFIERS- Willoughby Personality Schedule

This report examines self-concept and wilderness anxiety among fifth- and sixth-grade students attending three summer camps operated in different regions of Kentucky by the Kentucky Department of Fish and Wildlife Resources (KDFWR). Program content at each 1-week camp was standard, consisting of a set of outdoor experiences and instruction. More than 2,000 camp participants completed the Willoughby Schedule (a self-concept instrument) and the Crume/Ellis Wilderness Anxiety Scale (CEWAS) at the beginning and end of their camping experience. Data were analyzed for significant differences between pretest and posttest scores among randomized groups of males and females. Analysis also included within-camp and between-camp differences. Pretest data were used to produce male and female means as standards for future interpretation of Willoughby Schedule and CEWAS scores among fifth- and sixth-graders. The following conclusions were generated: (1) KDFWR camps had a positive effect upon the Willoughby Schedule and CEWAS scores of participants; (2) there were regional differences in pretest scores; (3) pretest scores were generally lower (more positive self-concept and lower levels of anxiety) for males than for females; (4) prior outdoor experience seemed to have a positive effect on pretest scores; (5) there was little evidence of a correlation between wilderness anxiety and self-concept; and (6) if the relationship between negative environmental behaviors and wilderness anxiety exists, then KDFWR camp programs will result in improved environmental behavior among participants. Contains 25 data tables and 18 references. (LB)

ED 377 001 RC 019 863

Academic/Residential Standards Compliance Report, FY 1994. Bureau Funded Academic and Residential School Programs, School Year 1993-94.
PUB DATE- Mar 94
NOTE- 73p.; Some tables contain filled print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Standards; *American Indian Education; *Compliance (Legal); Elementary Secondary Education; Program Effectiveness; Program Evaluation; *Residential Schools
IDENTIFIERS- *Bureau of Indian Affairs Schools; Housing Standards; *Program Monitoring

This report describes the activities and findings of the Office of Indian Education Programs (OIEP) during fiscal year 1994 with regard to its monitoring and evaluation of academic and residential school programs funded by the Bureau of Indian Affairs. The Bureau's overall goals for its monitoring and evaluation program are to ensure compliance with applicable academic and residential standards and to improve overall school effectiveness. In September 1993, the Bureau distributed standardized FY 1994 Academic Standards Compliance Report and Residential Standards Compliance Report forms to the 184 Bureau-funded schools (172 academic and 70 residential). Thirty-eight percent of the schools met all academic standards. Forty-three percent of the dormitory programs met all residential standards. The three academic standards most often not met were library/media program (42 percent), administrative requirements (27 percent), and counseling services (26 percent). The three residential standards most often not met were general provisions (24 percent), space and privacy (24 percent), and homeliving (21 percent). The document contains tables by school

Secondary Education; *Federal Aid; *Federal Indian Relationship; Federal Legislation; *Financial Support; Hearings; Higher Education; Teacher Education; *Tribally Controlled Education
IDENTIFIERS- *Bureau of Indian Affairs Schools; Congress 103rd; *Elementary Secondary Education Act; Impact Aid

The U.S. Senate Committee on Indian Affairs heard testimony on the proposed reauthorization of the Elementary and Secondary Education Act (ESEA) as it relates to American Indian education. ESEA incorporates virtually all major programs constituting federal aid to education; of particular concern to American Indians and Alaska Natives is the title called the Indian Education Act, as well as titles providing for the education of economically disadvantaged children, bilingual education, and impact aid. Statements were received from U.S. Senators, administrators of the Bureau of Indian Affairs (BIA) and the U.S. Department of Education, and representatives of regional and national Indian education associations. Topics and issues discussed included mechanisms for developing tribal and BIA standards consistent with Goals 2000 standards, BIA budget preparation procedures, teacher salaries in BIA schools, parent participation in goal setting, the formula for allocating impact aid to public school districts serving Indian children, state-tribal relationships, Native language preservation and cultural maintenance, the definition of "Indian," appointment and status of the Director of the Office of Indian Education in the U.S. Department of Education, need for additional funding to BIA schools due to increasing student enrollments, eligibility of BIA schools for Chapter I funds, inability of tribal school boards to fire long-term BIA "status quo" employees at local schools, and needs for school construction and maintenance. An appendix contains additional materials on these topics as well as program descriptions, funding formulas, and information on the need for Indian Technical Assistance Centers. (SV)

ED 377 019 RC 019 896

Kawakami, Alice
Research Review for the Study of Pacific At-Risk Factors.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Failure; *Educational Research; Foreign Countries; *High Risk Students; High School Students; Literature Reviews; *Pacific Americans; Potential Dropouts; *Research Projects; School Holding Power; Secondary Education; Student School Relationship
IDENTIFIERS- *Pacific Region; Pacific Region Educational Laboratory

This report provides a brief review of literature on at-risk students and implications for a study being conducted by the Pacific Region Educational Laboratory (PREL). The study aims to identify factors that put students at-risk of failure within the present system of public high schools in the Pacific region. Although numerous studies present a broad picture of factors related to at-risk youth, few address the student population of the Pacific region. PREL is a nonprofit organization concerned with educational research and

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activities; Activity Units; Art Activities; Environmental Education; Handicrafts; Preschool Education; *Recycling; Solid Wastes; Waste Disposal
IDENTIFIERS- Environmental Action; Landfills

Hands-on activities in this guide are designed to help preschool children (ages 3-5) understand that reducing, reusing, and recycling preserves natural resources and prolongs the life of landfills. Children sort, match and compare recyclable items and learn to separate some items by number and color. The 29 activities are divided into units that introduce the alphabet as well as recycling words and symbols. Children learn environmentally sound ideas and behaviors as appropriate social behaviors. There are creative ideas for reusing materials in craft projects, games, dramatic play, and pretend play. Each of 11 units includes goals, teacher background information, easy to follow directions, and suggestions for additional related activities. Most activities require minimal preparation time. In addition to teacher- directed activities, the guide includes songs, take-home recycling ideas, a 31-word glossary, and a list of 40 resources. A packet of supplementary materials accompanies the guide and includes posters (large posters not included here), a set of recycling labels, reproducible handouts, and craft ideas with instructions, props and patterns. (LZ)

ED 377 040 SE 055 302

Wickless, Mimi
Discovery Curriculum: For Use with Middle Grade Students in or out of the Classroom.
PUB DATE- 93
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; Environment; *Environmental Education; Forestry; Intermediate Grades; Junior High Schools; *Middle Schools; Outdoor Education; Units of Study; Worksheets
IDENTIFIERS- *Discovery Curriculum; Environmental Issues; *Stewardship

This teaching guide contains the Discovery Curriculum which was extensively field tested at The National Arbor Day Foundation's Discovery Camp. The Discovery Curriculum is designed to promote wise environmental stewardship through relevant, active learning opportunities. Goals for each participant include: (1) be aware of and able to cite examples of the interdependence of living things; (2) have knowledge of and be able to describe an environment as the sum of its abiotic and biotic components; and (3) be able to identify wise environmental stewardship opportunities and exhibit the skills and commitment necessary to engage in them. Each of three units contains narrative on teaching methods and activities that cover unit topics. Unit topics include plant mechanics, food webs, habitat, biological adaptations, biomagnification, environment, ecosystems, organism classification, population, community, value-based decision making, issue investigation and resolution, and the importance of individual action. Throughout the units, teachers are referred to a resources section that contains worksheets and experiment observation sheets. Other sections contain examples of how to begin lessons or how to discuss topics, and

PUB DATE- 89
NOTE- 29p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Instructional Materials; *Intermediate Grades; Junior High Schools; *Models; Science Activities; Science Education; *Science Experiments
IDENTIFIERS- *Rockets

The concept of controlled experimentation is a skill that all students leaving high school should master. Teachers often attempt to find exciting and fun methods to expose students to this valuable skill. This science activity guide allows students to construct model rockets in an attempt to improve their abilities to conduct controlled experiments. (ZWH)

ED 377 063 SE 055 448

What College-Bound Students Abroad Are Expected To Know about Biology. Exams from England and Wales, France, Germany and Japan. Defining World Class Standards. Volume 1.
SPONS. AGENCY- American Federation of Teachers, Washington, D.C.; National Center for Improving Science Education, Washington, DC.
PUB DATE- 94
NOTE- 109p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biology; *Comparative Education; *Foreign Countries; Science Education; Science Tests; Scientific Literacy; Secondary Education
IDENTIFIERS- England; France; Germany; Japan; *National Standards; Wales

This document is one of a series developed by the American Federation of Teachers to help fill a chasm in knowledge regarding world wide educational goals. It is intended that this document serve as a resource to anyone involved in setting or evaluating academic standards for students, whether at the national, state, local or school level. This document contains data as well as comparisons of what college-bound students in five countries (England and Wales, France, Germany, Japan, and the United States) are expected to know about biology. (ZWH)

ED 377 064 SE 055 449

Kopaska-Merkel, David C.
A Classroom Exercise in Spatial Analysis Using an Imaginary Data Set.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Graphs; Instructional Materials; Intermediate Grades; Junior High Schools; *Map Skills; Prediction; *Science Activities; Science Education; Scientific Methodology
IDENTIFIERS- *Alabama

One skill that elementary students need to acquire is the ability to analyze spatially distributed data. In this activity

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activism; Affirmative Action; Civil Disobedience; Civil Rights; *Civil War (United States); Discussion (Teaching Technique); *History Instruction; Public Policy; *Racial Discrimination; Reverse Discrimination; Secondary Education; *Slavery; States Powers; Teaching Guides; Violence
IDENTIFIERS- Abolitionism

This booklet is part of a series of units designed to help students take and defend a position on public issues. The unit presented here explores questions about when people should challenge authority through a study of the Civil War and slavery. The booklet is divided into six sections. The first and last are an introduction and review respectively. The second section is on the personal and political meanings of slavery. This section discusses the beginnings of slavery and the development of the slave trade, what life was like as a slave, and the national political crisis that developed over the question of the right or wisdom of slavery as an institution. The third section is devoted to resistance and dissent. It traces the resistance efforts of African slaves from the 17th century through Nat Turner's Rebellion in 1831. Violent reactions to the Fugitive Slave Law of 1793 are also described in this section. The fourth section, "Prelude to War," discusses the heightening tensions over slavery, secession of the southern states, Lincoln's inauguration, and the beginning of the Civil War with the attack on Fort Sumter. Photographs, newspaper headlines, letter and diary excerpts, and speeches are used in each of these three sections to illustrate the problems of slavery and the debate that led to war. The fifth section is about current issues relating to the problems of racism. The situation in South Africa is discussed, as is affirmative action and reverse discrimination. Each section includes questions for discussion and activities. The accompanying teacher's guide focuses on the following organizing questions: (1) Who is morally responsible for the effects of slavery? What duties does such responsibility create? (2) On what kinds of questions must there be a single uniform national policy? For what issues is it reasonable to allow differing policies and institutions, depending upon the wishes of the local government? (3) On what grounds is it legitimate for a person, group, or government to secede from a contract or agreement to which they have been a party by tradition or choice? (4) What are the advantages and disadvantages of responses such as martyrdom, peaceful civil disobedience, rioting, secession, or revolution by groups that feel they cannot tolerate existing national policy? (DK)

ED 377 085 SO 023 522

Greenawald, G. Dale
The Railroad Era: Business Competition and the Public Interest. Public Issues Series.
PUB DATE- 91
NOTE- 77p.; Accompanying 8-page "Teacher's Guide" is appended.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

the standards development and the NAEP framework. (CK)

ED 377 101 SO 024 330

Lin, Phylis Lan; Chen, Jeaw-mei
Characteristics of a Healthy Family and Family Strengths: A Cross-Cultural Study.
PUB DATE- 94
NOTE- 22p.; For a related document, see SO 024 278.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Family (Sociological Unit); Family Attitudes; *Family Characteristics; Family Environment; Family Health; Family History; Family Involvement; *Family Life; *Family Problems; *Family Relationship; Family Status; Foreign Countries; Social Science Research
IDENTIFIERS- *Indiana; *Taiwan

This study explored how American and Taiwanese students viewed the ideal model of a healthy family in the 1980s and showed that contemporary families are changing and coping, not breaking up and dying. The subjects were 649 students from six universities in Indiana and Taiwan. The questionnaire was composed of 127 items that focused on five issues: (1) attitudes toward different family lifestyles; (2) opinions of family problems and family life in America and Taiwan; (3) family strength measurement; (4) characteristics of a healthy family; and (5) appraisal of childhood, parental marriage, religiosity, and other general demographic information. Although there were significant differences in their views on the characteristics of a healthy family, 16 characteristics were identified by over 85 percent of the college students studied as being related to a healthy family. Twenty-one social demographic variables were found to have significant correlations with either the family life evaluation or the family strengths measurement. Stumbling blocks that hamper a good marriage and a healthy family also were identified by the respondents, the greatest one being poor communication. Significant differences were found between the subjects in Indiana and Taiwan. Surprisingly, a higher percentage of Chinese college students (89%) than American college students (64.3%) expressed their acceptance of the choice of a divorce for an unhealthy family. However, in terms of non-traditional family life-styles, the Chinese subjects appear to hold a more conservative viewpoint than their American counterparts. Contains 58 references. (CK)

ED 377 102 SO 024 356

Haupt, Richard; Pomeroy, Robert W., Ed.
Inventory America: Residential Buildings. Student Workbook, Pilot Edition; Teacher & Project Supervisor Manual, Pilot Edition.
PUB DATE- 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architecture; Building Design; *Buildings; Built Environment; Check Lists; Heritage Education; Information Storage; Learning Activities; Local History; *Post Secondary Education; *Recordkeeping; *Secondary Education; Site Analysis;

underlying values of the culture; (5) considering introducing the Japanese language; and (6) introducing contemporary topics. Two resources for teaching about Japan are discussed: (1) the National Clearinghouse for U.S.-Japan Studies; and (2) the Center for Educational Media (CEM). Also included is information on obtaining resources from the ERIC system. Contains a 9-item reference list. (DK)

ED 377 122   SO 024 585

Hessel, Paula
Planting International Seeds. Technical Assistance Bulletin No. 12.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; Foreign Countries; Higher Education; *International Educational Exchange; *Law Related Education; Social Studies

Noting that law-related education (LRE) instills in its practitioners a strong desire to share its message with the world, this technical bulletin outlines the international activities of several LRE organizations. The Center for Civic Education hosts international visiting scholars, sponsors an annual conference that alternates between sites in Germany and the United States, and provides technical support to countries such as Nicaragua and Poland. The Chicago-based, women-managed, nonprofit organization Heartland International has promoted civic education programs in Ethiopia, Namibia, Uganda, and Tanzania. The American Federation of Teachers International Affairs Department created the Education for Democracy Clearinghouse in 1993 to collect and disseminate information about civic education programs worldwide. The Mershon Center at The Ohio State University has been involved in the Education for Democratic Citizenship in Poland Project since 1991 and has been invited to develop programs in Lithuania, Bulgaria, Albania, and Russia. The National Institute for Citizen Education in the Law (NICEL) has been involved in projects on four continents, Asia, Europe, Africa, and South America. For the future, NICEL proposes the Citizens Education Democracy Corps, comprised of recent alumni from U.S. graduate schools in the fields of law, education, and the humanities. A list of contact persons for each agency is provided. (JD)

ED 377 123   SO 024 586

Wright, Norma D.
From Risk to Resilience: The Role of Law-Related Education. Technical Assistance Bulletin No. 13.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; *Delinquency Prevention; Elementary Secondary Education; *Law Related Education; Social

key belief of TQM is that quality leads to increased productivity which, in turn, leads to increased job satisfaction in the workplace. The paper concludes that the translation of industrial quality principles into educational practice shows great promise for improving the quality of education in the United States. (Contains 28 references.) (JDD)

ED 377 142 SP 035 441

Fenwick, Tara; Parsons, Jim
Why Our Young Teachers Don't Get Jobs: And What We Can Do about It!
PUB DATE- Nov 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Education Work Relationship; *Employment Opportunities; Foreign Countries; Higher Education; *Preservice Teacher Education; Teacher Education Programs; Teachers; *Teaching (Occupation)
IDENTIFIERS- Canada

Teacher education in Canada is an institution largely enshrined in tradition and certain unquestioned assumptions. It is about preparing teachers to work in school situations. Teacher educators must teach education majors a broader vision of these opportunities, and focus on "education" rather than just on classrooms and schools. Opportunities for new education graduates include adult education, popular education, recreational education, community education, home schooling, and training and development. In the worlds of business and industry, financial service, health care, civil service, and a multitude of other agencies, mammoth needs are surfacing for training and development. The world of business and industry needs specialists who can envision new possibilities for collaborative learning in the workplace, develop effective relationships with learners, build community, and help learners listen to each other and the world around them. Besides their own training needs, many agencies in business, industry, and government provide educational services to the public requiring pedagogical expertise in designing programs, leading workshops, and creating materials. Examples are cited of teachers creating their own jobs to provide new and marketable educational services. (JDD)

ED 377 143 SP 035 516

Villar, Luis M.; And Others
The Teacher as a Reflective Practitioner in a School Cooperative Culture.
PUB DATE- 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Techniques; *Curriculum; Educational Change; *Educational Cooperation; Educational Environment; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Preschool Education; Professional Development; *Reflective Teaching; Secondary School Teachers;

History; Elementary Secondary Education; *Foundations of Education; Higher Education; Literature Reviews; Preservice Teacher Education; Required Courses; *Teacher Education Curriculum; *Textbook Content; Textbooks
IDENTIFIERS- *Columbia University NY Teachers College

This paper attempts to outline the textual canon of the foundations of education in U.S. teacher education programs. Background research for the project included a review of selected texts and samples of course syllabi. Analysis of the contents and prefaces of the two volumes of "Reading in the Foundations of Education" (published in 1941 by Columbia University Teachers College in New York) reveals that the authors were not as concerned with teacher education as an academic/professional field as they were with the conditions of society at large and their belief that teachers could affect those conditions. The volumes reflect the views of an influential group of social reconstructionists and were intended to introduce future teachers to an organic model of life, to replace mechanistic models. The volumes comprise brief excerpts from literally hundreds of writers including educationists as well as "classic" writers from a variety of fields. From these early texts to the early 1990s, texts written or edited by George F. Kneller, James A. Johnson, and A. Ornstein and D. Levine moved away from the interdisciplinary approach and the "classic" writers and moved toward a more lively, graphic presentation. Thomas Jefferson came to be presented as a figure of historical interest rather than a canonical writer; by contrast, John Dewey does have canonical status in the field. (Contains 24 references.) (JDD)

ED 377 162 SP 035 588

Terry, Paul M.
Arkansas Principals' Attitudes Concerning the Program for Effective Teaching Model (Hunter Model).
PUB DATE- 93
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrator Responsibility; *Clinical Supervision (of Teachers); Comparative Analysis; Elementary Secondary Education; Faculty Development; Models; *Principals; *Program Attitudes; *Supervisory Training; Teacher Effectiveness
IDENTIFIERS- *Arkansas; Hunter (Madeline); *Program for Effective Teaching

This study was conducted to compare the attitudes of Arkansas elementary and secondary school principals toward the Madeline Hunter clinical supervision model "Program for Effective Teaching (PET)." A survey instrument titled "Attitudes of Principals Toward PET" was mailed to every elementary and secondary public school principal (1,067) in the state. Respondents (N=459) provided demographic data including the number of PET training cycles each had completed. The survey instrument measured the subskills of attitude, quality, enhance, and coaching. Attitude measured the general attitudes of principals toward the PET program; quality measured principals' attitudes as to how well their PET training was conducted; enhance measured the principals' perceived enhancement of their supervisory skills; and coach focused on the principals' PET maintenance skills as well as maintenance of the PET program in their school buildings. According to the data analysis, there was a significant difference between the little measurable change in the time spent on different subjects. Consequently there has been an element of continuity in terms of pupil experience and perception. Schooling is still schooling for English pupils, whether its form and content is decided at a classroom level or is directed by national policy. Contains 18 references. (JB)

ED 377 180 SP 035 620

Hranitz, John R.; Shanoski, Lorraine A.
Project Success: Challenging Children, Teachers, and Parents To Excel.
PUB DATE- Oct 94
NOTE- 8p.; Paper presented at the Quest for Excellence: Many Paths, Many Voices, One Goal Conference (Charleston, SC, October 13-14, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Action Research; Elementary School Students; Elementary School Teachers; Heterogeneous Grouping; Higher Education; *Inservice Teacher Education; *Mathematics Education; Minority Group Children; *Multigraded Classes; Parent Participation; Parochial Schools; Primary Education; Program Design; *Programmed Instruction; Public Schools; *Science Education; Teacher Attitudes; Teaching Methods
IDENTIFIERS- Dwight D Eisenhower Math and Science Educ Program; *Pennsylvania (Harrisburg)

Project Success is a teacher, administrator, and university faculty designed program, aimed to improve teacher motivation and pedagogical skills, student attitudes and achievement, and parent attitudes in science and mathematics education for kindergarten through grade 3. The project used an education program that was self-pacing and auto-educational, contained well-defined objectives, and followed varied grouping patterns. Teachers received training which strengthened their skills, enabled them to challenge existing practices and attitudes, and encouraged them to try new techniques. In fall 1992 a pilot study was conducted in six primary classrooms where the continuous progress approach was being implemented. The hypotheses to be tested indicted that both groups were equal in science and mathematics. The children in the six primary classrooms served as the experimental group. The control group of children was randomly selected from three other elementary schools in the district. Children in both groups were 90 percent minority. Control children received traditional age-graded instruction. Analysis of results showed significant difference between methods of instruction in science with students in the continuous progress group demonstrating superior achievement at the .01 level of significance. Both groups performed equally in mathematics. The project was then expanded to 25 other classrooms in 2 schools where teachers were trained and received support for restructuring their teaching methods and classroom environments. A study of their students' achievement compared with a control group showed no difference in mathematics but significantly better science performance among the Project Success students. (JB)

ED 377 181 SP 035 621

Keller, Daniel L.; Grossman, John A.
A Model for Improving the Preservice Teacher/Cooperating Teacher

teacher qualifications using data from the 1987-88 SASS and the 1990-91 SASS. All four analyses look at the interaction of academic preparation in the field taught and certification to teach in that field. The first two analyses focus on teachers' qualifications to teach in their main assignment field, or the field in which they teach the most classes, while the final two analyses focus on secondary teachers' qualifications to teach individual subjects they are assigned to teach during the school day. Each analysis then yields a table showing whether or not the teacher is certified in the field, and whether or not he or she has academic preparation in the field. Data for each of the four cells generated (certified, prepared; certified, not prepared; not certified, prepared; and not certified, not prepared) are provided. (LL)

ED 377 198 TM 022 336

State Baselines for Goals 2000 Implementation.
PUB DATE- May 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comprehensive Programs; Decision Making; Educational Improvement; *Educational Objectives; Educational Planning; Educational Policy; *Elementary Secondary Education; Evaluation Methods; National Surveys; *Policy Formation; *Standards; State Norms; State Surveys
IDENTIFIERS- *Baseline Statistics; Council of Chief State School Officers; *Goals 2000; Opportunity to Learn; Performance Based Evaluation; Standard Setting

Each state has the opportunity to participate in Title III of the Goals 2000 Act. To participate, the state must have or develop a comprehensive strategy for improving education on the basis of clear and challenging standards. To assist the states, the Council of Chief State School Officers has prepared this report of baseline information for each state. As a resource for state and federal policy makers, the report can help inform decision making by identifying states' accomplishments and lessons learned in developing and implementing improvement activities. The report begins with a national summary, which is a snapshot of states' reports at present relative to the components of Goals 2000. Section 2 is a series of regional reports. The information in both sections is derived from the Council's survey, "State Systemic Education Planning--Status in Your State" from 1993 and 1994. Data are presented on existing content and performance standards, opportunity-to-learn standards, and various aspects of teacher and system policies. The summary table is 10 pages. (SLD)

ED 377 199 TM 022 338

Nitko, Anthony J.
Curriculum-Based Criterion-Referenced Continuous Assessment: A Framework for the Concepts and Procedures of Using Continuous Assessment for Formative and Summative Evaluation of Student Learning.
PUB DATE- Jul 94
NOTE- 21p.; Paper presented at the International Meeting of the Association for the Study of Educational Evaluation (2nd, Pretoria, South Africa, July 1994). The Scholastic Record contains some filled-in type.
LANGUAGE- English

Strategies for Assessing Students: A Guide to Setting, Marking, Grading and Giving Feedback on Assignments, Tests, and Examinations. SCED Paper 78.
PUB DATE- Mar 93
NOTE- 64p.; One title in a series by the Standing Conference on Educational Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assignments; College Faculty; *Cost Effectiveness; *Efficiency; *Evaluation Methods; Foreign Countries; Grading; Higher Education; Questioning Techniques; Retrenchment; Scoring; *Student Evaluation; *Teacher Made Tests; Tests; Writing Assignments; Writing Evaluation
IDENTIFIERS- Great Britain

This guide for college teachers, written from a British perspective, focuses on economic and efficient practices for assessing students. The guide groups various practices under 10 major strategies: (1) decide whose interests assessment is serving; (2) avoid over-sampling the course; (3) avoid over-questioning; (4) avoid over-reading student work; (5) avoid over-commenting on student work; (6) avoid over-grading work; (7) refine current policies and find ways of using present methods better; (8) consider alternative approaches to assessment policy and practice; (9) consult original sources for how-to-do-it details. Each strategy is discussed in a separate section which begins by presenting some general rules and then suggests particular assessment tasks in light of identified key factors. Each section also describes and explains various practices and practical applications with citations from the literature that describe the use or development of that practice. All the specific practices were chosen either because the editors were personally familiar with them or because the practices have been addressed in the educational literature. Practices were chosen because they potentially offer greater economy and efficiency in assessment and because of their educational value. Contains 113 references. (JB)

ED 376 756 HE 027 893

Brown, Sally, Ed.; And Others
Observing Teaching. SEDA Paper 79.
PUB DATE- Oct 93
NOTE- 92p.; One title in a series by the Standing Conference on Educational Development.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Classroom Observation Techniques; *College Faculty; Compliance (Legal); Foreign Countries; Higher Education; Peer Evaluation; Self Evaluation (Individuals); Student Evaluation of Teacher Performance; Teacher Evaluation
IDENTIFIERS- United Kingdom

This publication offers practical support to those in British higher education implementing the Observation of Teaching governmental directives. It provides discussion of key issues as well as a range of materials on how to carry out teaching institutional characteristics associated with choice of primary care residency program, public health service funding of medical education, survey methodology for medical school and residency surveys, and General Accounting Office contacts and staff acknowledgements. (Contains 45 references.) (MDM)

ED 376 774 HE 027 911

Lowe, Ida B., Ed.; Johnson, Beth Hillman, Ed.
Collective Bargaining in Higher Education and the Professions. Bibliography No. 21.
PUB DATE- Jan 93
NOTE- 94p.; For the previous year, see ED 362 082.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Allied Health Occupations; Athletics; *Collective Bargaining; College Administration; College Faculty; Colleges; Community Colleges; *Faculty College Relationship; *Higher Education; Labor Relations; Nurses; *Professional Occupations; Teacher Rights

This bibliography of 885 citations is an annual accounting of the literature on collective bargaining in higher education and the professions for 1992. The research design and methodology used in the preparation of this volume relied on computer searches of various data bases, as well as manual retrieval of citations not available on data bases. Sources include books, monographs, dissertations, journals, periodicals, research and conference papers, and newspaper articles and are grouped into either the faculty bibliography or the professions and professionals bibliography. References are listed by author within the following subject areas: academic freedom, administration, affirmative action, Acquired Immune Deficiency Syndrome (AIDS) in the workplace, arbitration and mediation, collective bargaining, collective bargaining (Canada), community colleges, comparable worth, discipline and dismissal, discrimination, drug testing, ethics, evaluation, excellence, faculty, faculty organizations, fiscal issues, fringe benefits, governance, grievance procedures, legal issues, librarians (academic), long-range planning, merit pay, National Labor Relations Board (NLRB), non-faculty, part-time faculty, personnel administration, political correctness, public sector labor relations, quality of worklife, retirement, retrenchment, salaries, sexual harassment, strikes, tenure and promotion, women faculty, health care administration and institutions, health care professions, nurses, professions, and, professions (sports). In addition, there is a listing of information guides (bibliographies and directories, resources and periodicals, and useful sources of information), author and subject indexes, and acronyms and abbreviations. (MDM)

ED 376 775 HE 027 912

French, Peter L., Ed.
Coming Together. Report of the Advisory Committee on the Project "Enhancing Black College Leadership."
PUB DATE- Jan 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; *Black Colleges; College Administration; College Role; College Students; Cultural Awareness; Educational Attitudes; Exchange Programs; *Higher

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Audiovisual Aids; Computer Assisted Instruction; Computer Games; Courseware; Electronic Mail; Electronic Text; Elementary Secondary Education; Foreign Countries; Hypermedia; Microcomputers; *Multimedia Instruction; *Multimedia Materials; Optical Data Disks; *Second Language Instruction; Videotape Recordings
IDENTIFIERS- Audio Cards

This overview of available technologies and how they can be used in teaching languages is divided into three sections. The first, "Multimedia Inputs," examines digitized multimedia tools and their role in language courses, electronic books, encyclopedias and dictionaries, and games, and takes a closer look at "unimedia" products and audiovisual materials. Tools for oral exercises are reviewed and some examples given, including a computer equipped with headset, microphone, and audio card; CD-ROM; and text, sound, and associated images. Discussion of reading on a computer screen covers electronic books, including books on CD-ROM, some of which can be edited on screen; hypermedia, encyclopedias, and dictionaries; learning by exercises, games, and animation; instructional computer software; educational television, including interactive compact disks (CD-Is), videodisks, and the computer and video. The second section, "Exchange Modes and Places," focuses on uses of communication media, such as long distance dialogs via teletext, electronic mail, and video letters, and the language room as a multimedia resource center providing access to new technologies as well as traditional resources. Under the heading "Methods and Choices," the third section provides guidelines for organizing a language room, including preliminary questions, different starting modes, functioning, equipping a compatible PC, and equipping a Macintosh. (BBM)

ED 376 793 IR 016 889

Brown, Gerald R.; Halliday, Joseph
Feasibility Study on the Development of a Regional Curriculum Development and Materials Production and Equipment Centre. Consultants Report. Education Reform Strategy Project 4B.
PUB DATE- Oct 94
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Costs; Courseware; Curriculum Development; Educational Administration; *Educational Needs; Electronic Equipment; Elementary Secondary Education; Feasibility Studies; Foreign Countries; Higher Education; *Instructional Materials; Interviews; Nonformal Education; Nonprint Media; Printed Materials; *Program Implementation; Regional Programs; *Resource Centers; *Shared Resources and Services
IDENTIFIERS- *Caribbean

Interviews were conducted with educational leaders in seven of the Caribbean islands during August and September 1994 concerning the development of a regional Curriculum Development and Materials Production and Equipment Centre (CAMPAEC). Visits to several sites, reading of background documents, and additional research were also completed. The primary view expressed was that relevant curriculum materials at different levels of the system--at the Pre-School, Primary, Secondary, and Tertiary levels of all educational institutions--were

*Microcomputers; Spreadsheets; *Word Processing
IDENTIFIERS- *Internet

This book is geared for beginners in the use of personal computers for everyday academic purposes. The information is generic, and is not directed exclusively to IBM users, Macintosh users or NeXT users. The chapters focus on the following topics: (1) introduction to the purpose of the book; (2) personal computer systems such as hardware and software; (3) word and document processing basics; (4) graphic presentation hardware and software for drawing and painting; (5) information management techniques such as spreadsheets and databases; and (6) telecommunications options for getting connected to the Internet. Appendixes contain information on newsgroups, Internet Whois servers, and a bibliography. Instead of a glossary, short explanations of technical or key terms are provided at the point of use. (DGM)

ED 376 812 IR 016 924

The Electronic University: A Guide to Distance Learning Programs.
PUB DATE- 93
NOTE- 193p.; Published in cooperation with the National University Continuing Education Association.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Access to Education; Bachelors Degrees; *Correspondence Study; *Distance Education; Doctoral Degrees; Educational Certificates; *External Degree Programs; Higher Education; *Independent Study; Masters Degrees; Microcomputers; *Professional Education; Telecommunications
IDENTIFIERS- *Electronic Universities

This guide provides an in-depth look at distance learning. It lists hundreds of currently available undergraduate, master's, doctoral, and professional certificate programs. The courses listed are all offered for credit or certification by a growing number of accredited "electronic universities" that deliver their classwork via personal computers, television, and telecommunications media. Topics include: how distance education works; the basics of registering, taking exams, and interacting with professors and classmates; how to select a program; and profiles of students who have earned or are working toward their degrees at a distance. There are also facts on specific degree and certificate programs that detail fields of study, availability of courses and on-site requirements, how to obtain application information, and services provided to students enrolled in distance education programs. (DGM)

ED 376 813 IR 016 925

Desberg, Peter
Hyper InterActive CAI: Using HyperCard To Develop Computer-Assisted Instruction.
PUB DATE- 94
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

Second Languages; Users (Information)
IDENTIFIERS- Iowa State University

Staff shortages and high service ideals collided when the Iowa State University Parks Library recognized its need to find an alternative to the human-conducted tour for various groups of library users, including hundreds of non-native speakers of English who arrived at the school to enter a degree program. An audiocassette taped tour was developed and tested in English, and then it was translated into Arabic, Chinese, Japanese, Korean, Malay, and Spanish. While many of the problems of producing the English tape were anticipated, problems unique to the translated version, keeping the translations down to 45 minutes, verifying if the translations were correct, and the problem of the sound technician not knowing the foreign language, were not. Other problems with using the audiocassette were encountered; the contents of the tape quickly became obsolescent and the equipment failed or the batteries died. The English version of the tape was evaluated positively but there was not enough use of the foreign tapes to generate enough feedback about them. This report includes the grant proposal, a Parks Library tour script in English, progress and final reports, tour packet provided to library patrons, and guidelines for planning. (DGM)

ED 376 832 IR 055 300

Foerstel, Herbert N.
Banned in the U.S.A.: A Reference Guide to Book Censorship in Schools and Public Libraries.
PUB DATE- 94
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Academic Freedom; *Authors; Book Reviews; Books; *Censorship; Childrens Literature; Constitutional Law; *Court Litigation; Elementary Secondary Education; Learning Resources Centers; Legal Problems; Library Acquisition; *Public Libraries; *Public Schools; School Libraries
IDENTIFIERS- American Library Association; First Amendment; People for the American Way

This book focuses on book-banning in public schools and libraries, a practice that prohibits or restricts access to books already published, distributed, and even approved by school or library boards. The major grounds for censorship are sex, profanity, and religion, but they are often intertwined to cover a broad range of "unacceptable" attitudes or ideas. Chapter 1 analyzes eight major book-banning incidents from 1976 through 1992, and their cumulative impact on the issue of book censorship. Chapter 2 analyzes the modern court cases that compose the body of precedent concerning First Amendment rights in schools and libraries, revealing the evolving status of constitutional protection afforded to textbooks and library materials in public institutions. Chapter 3 presents the voices of some frequently banned authors, such as Judy Blume, Robert Cormier, and Katherine Petersen, and why their work is controversial. Chapter 4 surveys the 50 most-banned books in the 1990s and summarizes the challenges to them. The book contains appendixes on PAW's (People for the American Way) most frequently challenged books, materials, and authors, and states with the most challenges from 1982-1992. Finally, there is a selected bibliography that contains 24 references and an index. (DGM)

Figures for precision (the percentage of retrieved elements which are relevant) and recall (the percentage of relevant items in the database that were retrieved) were compared to determine whether the use of adjacency operators significantly alters the effectiveness of title keyword searches. Precision was improved with little degradation in recall when the keywords were discipline-specific. Other factors affecting overall levels of precision and recall include the number of terms and number of subject headings assigned to the sample titles. It is hoped that the results of this study will help build a framework in which to view keyword search strategies. (Contains 22 references.) (Author)

ED 376 853   IR 055 329

Augustine, Matthew J.
Content Knowledge of the Internet Among Public Reference Librarians at the Cleveland Heights Public Library.
PUB DATE- Sep 94
NOTE- 37p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Electronic Mail; Information Dissemination; *Information Networks; Information Retrieval; Online Searching; *Public Libraries; *Reference Materials; Reference Services; Surveys
IDENTIFIERS- Cleveland Heights Public Library OH; *Internet; Ohio

The Internet is becoming an increasingly important medium of electronic information dissemination, and thus an increasingly important library reference tool. This study examines the Internet skills of a sample group of 15 public reference librarians in the Adult Services Department at the Cleveland Heights Public Library. The Internet skills that these librarians currently have were achieved chiefly through colleague interaction (69%) and workshops (31%). Although all respondents have a computer terminal available for Internet searching, only 73% are trained in and perform this skill. The librarians are aware of and successfully operate the following Internet navigational tools: gopher (29%); telnet (19%); Archie (19%); file transfer protocol (Ftp) (17%); wide area information servers (WAIS) (8%); transmission control protocol/Internet protocol (TCP/IP) (8%). The majority of the librarians have access to an electronic mail (e-mail) account (60%), and all who have access have used e-mail at least once per week, 70% of them stating that they are "confident" in their use of system. In response to a survey question about the future of the Internet in libraries, 71% of the responding librarians think that the Internet will be the basis for future reference service. Appendices provide the survey cover letter and questionnaire. (Contains 11 references.) (MAS)

ED 376 854   IR 055 333

Kemper, Ann L.
Faculty Status of Theological Librarians in the American Theological Library Association.
PUB DATE- Aug 93
NOTE- 49p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)

Farmer, Edgar I.
A National Study of Research Priorities in Tech Prep Teacher Education.
PUB DATE- Sep 94
NOTE- 34p.; Paper presented at the Conference of the North Carolina Tech Prep Leadership Center (Greensboro, NC, September 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Educational Improvement; *Educational Research; Education Work Relationship; Likert Scales; *Needs Assessment; *Research Needs; School Business Relationship; *Teacher Education; *Technical Education; Two Year Colleges
IDENTIFIERS- *Tech Prep

A study was conducted in 1994 to identify, categorize, and prioritize research needs for improving teacher education related to the vocational education initiative of Tech Prep over the next 10 years. First, questionnaires were sent to experts in the field of Tech Prep, seeking a sample of needs and priorities. Responses were received from 33 experts from a potential field of 56, resulting in the compilation of 98 unduplicated research needs. Next, this compilation was returned to the respondents who were then asked to rate each need on a 5-point scale and determine the 10 most important. Finally, these responses were tabulated and returned to the sample who were asked to consider group responses and reconsider their ratings. Study findings, based on responses for all 3 phases from 27 of the original sample of experts, included the following: (1) 26 of the 98 priorities received ratings of 4 or more points; (2) the research priority which received the highest rating (4.48) was institutionalize Tech Prep into the higher education delivery system and focus instruction on data from learning styles and cognitive sciences research and non-traditional teaching methods; (3) the second most highly rated question was related to what type of staff development might help teachers and schools create better student performance; and (4) in an additional rating of the most important research categories, instruction and curriculum development, staff-development and professional training, and alternative teaching and learning models received the highest ratings. A list of the top 26 priorities, the three survey instruments, and a list of participants are appended. (KP)

ED 376 872 JC 940 640

Assessing Student Outcomes, Mohave Community College.
PUB DATE- 23 Aug 93
NOTE- 35p.; For the focus report, see JC 940 641.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *College Outcomes Assessment; Community Colleges; *Evaluation Criteria; Evaluation Methods; *Outcomes of Education; *Student Evaluation; Two Year Colleges
IDENTIFIERS- Mohave Community College AZ

Mohave Community College in Arizona has made a commitment to assessing student outcomes for the purposes of measuring institutional effectiveness and providing data for to enrollment periods, with students with higher GPA's tending to graduate sooner than those with lower GPA's; and (7) while the time needed to graduate decreased as the number of transfer credits increased, the difference was slight. Nine data tables are included. (KP)

ED 376 889   JC 940 661

Guidos, Marianne
Student Educational Goals.
PUB DATE- Jul 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; *College Outcomes Assessment; College Transfer Students; Community Colleges; Full Time Students; Part Time Students; Predictor Variables; *Program Improvement; *Student Characteristics; *Student Educational Objectives; *Success; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Harrisburg Area Community College PA

In an effort to inform program assessment efforts and provide more accurate indicators of student outcomes, Harrisburg Area Community College (HACC), in Pennsylvania, conducted a study of student educational objectives. Responses to questions related to goals on the college registration form were analyzed for 9,927 students enrolling in spring 1994 and data were compiled for the sample regarding gender, race, age, campus, degree status, major, and credits taken. Study findings included the following: (1) 55.1% of the sample indicated they wanted to complete courses to earn a degree, 31% to transfer without earning a degree, 6% to upgrade their job skills, 4% to obtain skills to get or change jobs, and 4% were enrolled for personal interest only; (2) female, African-American, and older students were more likely to be enrolled for a degree; (3) part-time students enrolled in fewer than 12 credits were as likely as full-time students to declare a degree as their major objective, but were less likely to want to transfer credits; (4) 15% of the students seeking a degree expected to achieve their goal the same semester, compared to 30% seeking to transfer credits and 40% taking classes for personal interest; and (5) recommendations for improving assessment and other student services include basing student success on internal student goals, emphasizing services for degree students, encouraging transfer students to send back credits from four-year schools to complete their two-year college degrees, and integrating student goals into future student tracking systems at the college. (KP)

ED 376 890   JC 940 662

Lum, Glen
Six Month Graduate Follow-Up Survey. 1993.
PUB DATE- Jul 94
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *College Transfer Students; Community Colleges; Education Work Relationship; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; School Demography; *Student Educational Objectives; Two Year

1993, an overall quarter completion rate of 89% was achieved and persistence was high compared to anecdotal accounts of prior cohorts. In addition, 80.7% of students had a 90% or better attendance rate, English language test scores showed a 33% increase, and participant attitudes remained positive throughout the program. (Contains 19 references and a winter 1993 syllabus.) (Author/KP)

ED 376 907 JC 950 014

Actual 1993-94 Cost Allocation Summary.
PUB DATE- Dec 94
NOTE- 54p.; For the 1992-93 summary, see ED 370 654.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Community Colleges; *Educational Finance; *Enrollment; *Expenditure per Student; Expenditures; Full Time Equivalency; Income; Operating Expenses; *School District Spending; State Aid; Tables (Data); Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Wisconsin Vocational Technical Adult Ed Districts

Drawing from data submitted by the Wisconsin Vocational, Technical, and Adult Education (VTAE) districts on their 1993-94 actual cost allocation schedules, this report provides information on district and statewide program and unit costs. First, introductory material provides a statewide summary by aid category of the actual unit costs and ratios for headcount enrollments and full-time equivalent (FTE), indicating that the total unduplicated headcount for the district was 438,396 students and that the cost per headcount student was $1,094. FTE figures indicate an enrollment of 60,715 students at a cost of $7,898 per student and total operational costs for the district are cited at $479,502.7. The bulk of the report contains cost schedules illustrating: (1) district operational costs and total budget; (2) district total expenditure and revenues; (3) district staff costs; (4) district materials fees and FTE student enrollments; (5) statewide costs and FTE enrollment by district; (6) statewide costs per FTE by aid category; (7) costs per FTE by district for college parallel, associate degree, vocational programs, vocational/adult programs, and community services; (8) FTE students and cost by district for agriculture, business, graphics, home economics, industrial, service and health, technical, television, and general education; (9) FTE enrollment and operational cost percentages; (10) cost rations per FTE student; and (11) FTE student enrollment percentages. (KP)

ED 376 908 JC 950 015

Gutierrez-Marquez, Antonio
A Longitudinal Model for Assessing Student Outcomes at a Community College.
PUB DATE- 1 Jun 94
NOTE- 32p.; Paper presented at the Annual Forum of the Association for Institutional Research (34rd, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Associate Degrees; *Cohort Analysis; College Transfer Students; Community Colleges; Educational

Beckman, Sandra
The Development and Implementation of Training Workshops Directly Related to Programming for Daycare Directors in Northern Canada.
PUB DATE- 93
NOTE- 118p.; M.S. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; *Child Caregivers; Cultural Awareness; Curriculum Development; Day Care; Day Care Centers; Early Childhood Education; Foreign Countries; *Inservice Teacher Education; *Multicultural Education; Preschool Children; *Preschool Curriculum; Program Effectiveness; *Staff Development; Teacher Workshops; Training; Workshops
IDENTIFIERS- Canada

Daycare directors in northern Canada, with little or no post-secondary education, face the difficulties of programming for children from diverse cultures. Directors often feel isolated in their small communities, and a lack of programming expertise and early childhood development training for them has become a concern. This practicum designed, implemented, and evaluated a three-part strategy for training daycare directors. First, an initial visit focused on evaluating existing programs and targeting areas for improvement. Second, a one-day programming workshop presented material relevant to each director. The workshop was approximately 6 hours long, during which participants were introduced to a programming method intended to develop the social, physical, intellectual, creative, and emotional aspects of the child. Third, follow-up visits provided feedback to each director and reinforced curriculum programming strategies. Both on-site visits ranged from 3 to 6 hours. The program was evaluated by means of the directors' newly acquired ability to use brainstorming, curriculum webbing, and flow charts for thematic units. Evaluations of workshops indicated that the participating program directors met the goals of the workshops and were receptive and enthusiastic to the strategies and programming ideas presented. (Six appendices contain surveys, evaluations, and workshop materials. Contains 28 references. (TM)

ED 376 927 PS 022 531

Gallagher, Vicky A.
Facilitating School Transition through Effective Characterization of Skills and Collaborative Planning: The Elementary and Middle School Child.
PUB DATE- 94
NOTE- 125p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Inservice Teacher Education; Junior High Schools; Middle Schools; Portfolio Assessment; Program Effectiveness; Regular and Special Education Relationship; *Staff Development; Student Evaluation; Student Needs; Teacher Attitudes; Teacher Workshops; *Transitional Programs
IDENTIFIERS- Middle School Students

At a small, northeastern suburban elementary school, the records used to characterize the skills and to anticipate the needs of the diverse students in transition (between grades, school tracking, and dropout rates. These differences typically discriminate against children of color. Covert racial issues in education encompass negative teacher attitudes about children. Factors that influence teacher expectations include students': (1) ethnicity; (2) gender; (3) socioeconomic status; (4) past achievement; (5) personality; (6) seat in the classroom; (7) attractiveness; (8) handwriting; (9) speech characteristics; and (10) combinations of these characteristics. Covert racial issues in education require that teacher interactions with children of color be monitored for balance in positive and negative reactions, frequency, level of nonverbal communication, differences in grouping patterns, labeling, and reaction time. In addition, inclusion of a multicultural curriculum is of utmost importance in rectifying covert racism in education. Finally, teachers need to demonstrate sensitivity to racial issues and to involve all parents in school activities. (VL)

ED 376 946 PS 022 729

Parent Education Audiocassettes: Self-Help Tapes for Parents of Preschool and School-Age Children.
PUB DATE- 93
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiotape Cassettes; Beginning Reading; Child Rearing; Children; Early Childhood Education; Elementary Education; Homework; Middle Schools; Nightmares; *Parent Child Relationship; *Parenting Skills; *Parent Materials; Parent Participation; *Parent School Relationship; *Parent Student Relationship; School Readiness

Directed at the parents of preschool and elementary school children, this document consists of a collection of the informational brochures, catalogs, promotional materials, price lists, and order forms for a series of audiocassette tapes. All tapes are commercially available from Achievement Inc. Titles of tapes available are as follows: (1) "Survival Guide for Parents"; (2) "But Mom, It Wasn't Me! Honest!"; (3) "Taming Your Child's Bad Dream Monsters"; (4) "Guiding Your Preschooler...You Can Make A Difference"; (5) You Can Help Your Child Get Ready for School"; (6) "You Can Help Your Child Become a Successful Reader"; (7) "Has Homework Been Giving You Problems? You're Not Alone." Also available is a set of eight tapes, called "When Parents Face the Schools," intended to help parents launch a cooperative relationship with the schools and with their children as students. (HTH)

ED 376 947 PS 022 739

Naber, Martha B.
Facililtating Introductory Adoption Education for Rural Prospective Adoptive Parents by the Use of Mailed Multi-Media Educational Packets.
PUB DATE- 94
NOTE- 37p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adoption; *Adoptive Parents; Advertising; Check

academic focus in many kindergarten curricula, which seems to have begun in the early 1980s and continues as a national trend, creates for kindergarten teachers a conflict between what they believe to be best practice and what they are actually expected to do in the classroom. Kindergarten teachers are beginning to question the use of screening instruments prior to kindergarten entrance, the lowering of school entry age, the implementation of kindergarten teaching strategies more suitable for older children, and the practices of retaining kindergarten children or placing them in extra-year programs. Opportunities for spontaneous play in rich environments are becoming a standard in many kindergartens. Districts across the state are carefully examining present kindergarten practices and developing appropriate practices based on historical and empirical research. An integrated curriculum, making connections with previous learning, multi-age grouping, and alternative assessment are keys in re-designing curriculum for young children. Notes contain 23 references. (AP)

ED 376 966 PS 022 802

Marshak, David
From Teachers' Perspectives: The Social and Psychological Benefits of Multiage Elementary Classrooms.
PUB DATE- 94
NOTE- 27p.; Paper presented at the Annual Conference and Exhibit Show, "Emerging Images of Learning: World Perspectives for the New Millennium" (49th, Chicago, IL, March 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Class Organization; Classroom Environment; *Educational Change; Educational Innovation; Elementary Education; Elementary School Students; Elementary School Teachers; Interviews; *Mixed Age Grouping; *Multigraded Classes; Parent Attitudes; Parent School Relationship; School Effectiveness; Student Adjustment; Student Development; *Teacher Attitudes; *Teacher Effectiveness; Teacher Expectations of Students; Teacher Role; Teacher Student Relationship

This paper on multiage classrooms provides first steps toward a systemic understanding of the defining qualities of multiage classrooms and, from teachers' perspectives, the benefits of such classrooms for students, teachers, and parents. The multiage classroom movement in elementary schools is viewed as not just restructuring, but also as the beginning of the re-invention of schooling in the elementary grades. The paper presents comments of seven experienced teachers, based on interviews: the teachers agreed that a strong philosophical commitment is required of both teachers and schools, and that it must be maintained over time. The primary components of that commitment are: (1) the class has a minimum 2-year age span; (2) each student remains in a classroom for at least 2 years, (3) teachers learn to perceive each student as an individual; (4) children learn to perceive each other in terms of specific personal qualities and capabilities rather than grade groupings; (5) the classroom becomes a "family" of sorts, generating deeper relationships between students, teachers, and parents; and (6) teachers are motivated to structure learning activities to meet the needs of the individuals, rather than to teach to an imaginary "middle of the class." The student benefits of this innovation include: (1) quality relationships

Americans, including children and adolescents. Adolescence is a unique developmental age district from both childhood and adulthood with special vulnerabilities, health concerns, and barriers to accessing health care. It is also an opportune time for prevention. Because adolescents are critical to the future health and well-being of the country, a focus on adolescent care is an important part of health care reform. The essential elements of health care reform for adolescents that should be included in reform legislation and implementation are: (1) ensuring access to care; (2) benefits and cost sharing; (3) attention to the needs of special populations; (4) training to meet the needs of adolescents; and (5) responding to public health needs. The six papers in this report address each of these essential elements. The papers are: (1) "Adolescents, the Health Care Delivery System, and Health Care Reform" (Jonathan D. Klein); (2) "Enhancing Benefits for Adolescents under National Health Reform" (Margaret McManus and Jennifer Dunbar); (3) "Issues for Adolescents Relating to the Financing of Health Care" (Cindy Mann); (4) "Adolescents and Health Care Reform: Protecting Special Populations" (Abigail English); (5) "Training in the Era of Health Care Reform" (Karen Hein); and (6) "Health Care Reform and Adolescent Health: The Anticipated Role and Contribution of Public Health" (Claire Brindis). Most of the papers contain references and four appendices are included. (TJQ)

ED 376 984   PS 022 880

Calo, Kathy; Ingram, Pam
Playground Leaders.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Age Teaching; Grade 4; Intermediate Grades; *Playground Activities; Primary Education; Problem Solving; Program Descriptions; *Recess Breaks; *Student Leadership
IDENTIFIERS- Child Safety; *Student Led Activities

The Playground Leader program at Wells Elementary School provides an opportunity for trained students to direct structured small and large group activity stations during recess. Fourth graders are leaders in the setting described in this document, but older students could be trained in other school settings. The playground leaders are chosen through teacher, peer, and self nomination. Leaders run activity stations at all lunch time recesses so that students of all age levels might participate. The program can be operated with one or two teachers and does not require an unreasonable amount of planning and implementation time. Materials for the program can be purchased by the school, borrowed from the physical education department, or donated by parents. The program encourages multi-age interaction in a positive and safe manner. The specific goals of the program are: (1) to provide a wide variety of activities for students to engage in during recess; (2) to lessen recess-related injuries by providing safety-conscious activities; and (3) to provide an opportunity for a group of trained students to practice leadership and problem-solving skills. (TJQ)

ED 376 985   PS 022 881

Winson, Andrea
Study Buddies. Project Seed.

of the academic standards met, additional academic funding needed, residential standards met, and residential funding needed. It also contains the following exhibits: (1) fiscal year 1994 OIEP monitoring and evaluation schedule; (2) fiscal year 1994 monitoring teams; and (3) synopses of on-site findings by school. (KS)

ED 377 002 RC 019 864

Boone, Mike
Community Stability and School Conflict: The Influence of Three Socioeconomic Factors.
PUB DATE- 15 Oct 94
NOTE- 18p.; Paper presented at the Research Forum of the National Rural Education Association (Tuscaloosa, AL, October 15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Boards of Education; Community Attitudes; Community Change; *Community Problems; Community Relations; *Conflict; Consolidated Schools; Elementary Secondary Education; *Ethnic Relations; *Hispanic Americans; Minority Group Teachers; *Racial Balance; Rural Areas; Rural Schools; *School Community Relationship; Socioeconomic Influences
IDENTIFIERS- Texas

This paper explores the relationship between community stability and school conflict in a small rural Texas school district. Data included school district records; newspaper archives; and interviews with school district officials, community members, and officials of the League of United Latin American Citizens (LULAC). Texas County (a pseudonym) is composed of two communities (Richards and Burnett) with an overall ethnic composition of 55 percent Anglo, 35 percent Hispanic, and 9 percent Black. Richards and Burnett have seen their economic base seriously eroded in recent years, and in 1983, their school districts were consolidated to form the Texas County Consolidated Independent School District (TCCISD). Conflict began in TCCISD in 1990 over minority hiring practices and the lack of Hispanic teachers. The conflict evolved from charges of racism against the superintendent and a principal to a concerted effort backed by LULAC to change the way in which members of the TCCISD board were elected (to allow more Hispanic representation). The conflict within TCCISD is analyzed in terms of the "principles of rural organization": (1) centripetalism, the tendency of various social and economic forces to centralize themselves in one location; (2) inclusiveness, which works to hold community residents together; and (3) social distinction, by which the residents of one rural community distinguish themselves from residents of another rural community. Economic decline and the changing ethnic composition of the school district have broken the assumed cohesiveness of the community along racial and ethnic lines and forced into the open Hispanics' feelings of exclusion. (KS)

ED 377 003 RC 019 865

Heckard, Melissa
A Matter of Respect: An Interview with Pam Martell, Coordinator of Indian Education, Michigan Department of Education.
PUB DATE- 7 Sep 93
NOTE- 25p.
LANGUAGE- English

improvement for children in American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, and Republic of Palau. After reviewing selected literature, the research team identified at-risk students as being enrolled in grades 9-12 of a public high school in the Pacific region and having failed one or more courses in the fall semester of the 1993-94 school year. Because of the diversity of students in this region, the research team proposed an extensive study of more than 500 student, school, home, and community factors that might affect student success and failure. A set of six instruments was developed for use with students, teachers, parents, principals, school records, and community leaders. So far, data have been gathered on more than 350 students. The analysis of the research data should offer insights to educators, policymakers, and communities on common areas to focus improvements, reform, and program development. (LP)

ED 377 020 RC 019 898

Chow, Stanley; And Others
Building Professional Practice Consortia: Strategies for Systemic Reform in Rural Schools.
PUB DATE- Nov 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Change Strategies; Community Cooperation; *Consortia; *Educational Change; *Educational Cooperation; Educational Objectives; Educational Practices; Elementary Secondary Education; Organizational Change; *Professional Development; Rural Education; *Rural Schools; School Community Relationship; Teacher Role
IDENTIFIERS- Goals 2000

The standards-driven approach to school reform, exemplified by Goals 2000, shows promise for unifying contemporary efforts by affecting change at the classroom, school, and community levels. The special aspects of the rural context, particularly distance and low population density, set it apart from the urban and suburban schools on which most reform research has been done. To develop reform strategies applicable to rural schools, the literature is reviewed in three related lines of inquiry: developing professional practice among teachers; enhancing organizational conditions for systemic change; and supporting collaboration/consortia-building. Four types of cooperative linkages are defined: networking, coordination, cooperation, and collaboration. These form a series of continua in relation to formality, definition of goals, time commitment, autonomous control, responsibilities, and concerted effort. Three major studies are reviewed to delineate the factors that contribute to successful collaboration. To enable rural students to achieve high standards, rural schools must begin to develop whole strategies that will result in fundamental changes in curriculum, instruction, and student assessment. Professional practice, positive organizational conditions for change, and rural consortia building are necessary elements of a potentially viable rural change approach. Contains 30 references. (RAH)

ED 377 021 RC 019 899

Kegg, Maude; Nichols, John D., Ed.
Portage Lake: Memories of an Ojibwe Childhood.

suggested questions and worksheets for supplemental individual or small group investigations. Contains 127 references. (LZ)

ED 377 041 SE 055 353

Temple, Lannis, Ed.
Dear World: How Children around the World Feel about Our Environment.
PUB DATE- 93
NOTE- 140p.; Originally published: Where Would We Sleep? Random House, Australia 1992.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Childrens Art; Elementary Education; *Environment; Environmental Education; Letters (Correspondence); *Student Attitudes
IDENTIFIERS- *Environmental Attitudes; *Environmental Issues

This book is a collection of letters and drawings created by children, that illustrate what they like to do with nature, their fears about the future of nature, and how they would like to treat nature. The book's author traveled the world and visited schools from a variety of areas, including large, medium, and small cities, country towns, and areas with beautiful scenery. A spectrum of upper elementary children were involved from rich to poor. Chapters contain photographs of children, and reproductions of their letters and paintings. Each chapter highlights a separate country and begins with a short introduction describing the author's experiences. The following countries were studied: Thailand, China (Beijing), Vietnam, Japan (Hiroshima), Nepal, Ukraine, Iran, West Bank, Israel, Ethiopia, Tanzania, South Africa (Johannesburg), Romania, Germany (The Black Forest), The Netherlands, Cuba, Venezuela (Caracas), Brazil, Nicaragua, USA (Dallas), Canada, Cook Islands, Australia (The Northern Territory), Japan (Shikoku), India, China (Tibet), Russia (Siberia), Kuwait, South Africa (Soweto), Mali (Timbuktu), Egypt, Monaco, Germany (Berlin), Sweden, England, Dominica, Venezuela (The Andes), Argentina, Colombia, Costa Rica, USA (Harlem), USA (Alaska), Australia (Sydney), Papua New Guinea, and Antarctica. (LZ)

ED 377 042 SE 055 356

Global Trends in Environment and Development. Presentation Set Slides .
PUB DATE- 94
NOTE- 10p.; This set of 50 slides is accompanied by a list describing the content of each slide. Only the list is reproduced here.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Conservation (Environment); Elementary Secondary Education; *Environment; Environmental Education; *Global Approach; *Graphs; Higher Education; *Maps; Slides
IDENTIFIERS- *Environmental Issues

This 50 slide set of presentation graphs and maps illustrates some of the major conditions and trends in population, agriculture, biodiversity, forests, water resources, energy, climate, and social and economic development that determine the state of the world's environment. Graphs and maps can be used by those in academic, professional, and advocacy settings to help viewers visualize, understand, compare, and contrast information. The set is based on data collected and compiled students are asked to complete the following tasks: (1) plot a set of data (related to "mud-sharks"--an imaginary fish) on a map of the state of Alabama, (2) identify trends in the data, (3) make graphs using the data collected, and (4) make predictions based upon the trends identified. (ZWH)

ED 377 065 SE 055 452

Precollege Math and Science Education: Department of Energy's Precollege Program Managed Ineffectively.
PUB DATE- Sep 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; High Schools; *Mathematics Education; National Programs; *Program Evaluation; *Science Education
IDENTIFIERS- *Department of Energy; *Reform Efforts

Between 1990 and 1993 the Department of Energy's precollege mathematics and science program budget grew approximately 1,250 percent. This report responds to questions about how effectively the Department of Energy manages its precollege mathematics and science program. The following questions are addressed: (1) the appropriateness of the Department of Energy's precollege program implementation priorities, (2) the role of project evaluations in ensuring rational budget decisions, and (3) whether its precollege program helps achieve National Education Goal 5 which states that by the year 2000, U.S. students will be first in the world in mathematics and science achievement. The report revealed that although the Department of Energy invested more than $50 million in precollege education in fiscal years 1990-93, it did not effectively oversee or direct the program. In addition, the Department of Energy did not link budget decisions to project evaluation results. Therefore, almost half of its projects have not been evaluated. Finally the review revealed that it is doubtful that the Department of Energy's precollege program will help achieve National Education Goal 5. (ZWH)

ED 377 066 SE 055 455

Give Water a Hand. Leader Guidebook. Youth Action Program. Promoting Good Water Management Practices at Home and in the Community.
SPONS. AGENCY- National Fish and Wildlife Foundation.
PUB DATE- 94
NOTE- 33p.; For related documents, see SE 055 456-459.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activism; Citizen Participation; *Conservation (Environment); Drinking Water; Environment; Environmental Education; Instructional Materials; Intermediate Grades; Junior High Schools; Pollution; *Student Projects; Teaching Guides; Water; *Water Quality; Water Resources
IDENTIFIERS- Environmental Action; Watersheds

Educators of students grades 4-8 can use this guide to lead a community service project using the "Give Water a Hand" youth action program. Youth groups investigate water and water conservation within the home, farm, ranch, school, or

DESCRIPTORS- Capitalism; Competition; Educational Games; *Federal Regulation; *History Instruction; Primary Sources; Public Policy; *Rail Transportation; Role Playing; Secondary Education; Social History; Teaching Guides; *United States History

IDENTIFIERS- *Public Interest

This document, part of a series of units designed to help students take and defend a position on public issues, discusses the changes that the railroads brought to the United States economy and society. As the first big businesses in this country, railroads had to grapple with a variety of challenges: raising enough money to launch companies requiring huge investments in equipment and property, and organizing and controlling a vast network of employees and equipment are just two. The unit is divided into seven sections. The first and last are an introduction and review respectively. The second section describes the development of the railroads, using dialogues or stories that make the atmosphere of the time more understandable to the student. After each episode is a list of activities and questions that cause the student to think about the information just learned. The third section is "the railroad game," in which students participate in a simulation of a real life business problem in which they attempt to meet the challenges that faced railroad managers. The fourth section is about consolidation and competition among the railroads. The fifth section is about railroads and government regulation. After presenting an overview of opposition to the railroad, the section discusses the economics of government intervention and the decline of the railroads. The sixth section compares what the student has learned about issues that shaped the history of the railroad and asks the students to apply them to an exercise on airline deregulation. The accompanying teachers' guide focuses on the following organizing questions: (1) To what extent should individuals and businesses be free to acquire and use property? What limitations, if any, should be imposed on how private property is used? (2) What is the public interest in business affairs? Is business competition the most effective way of pursuing that interest? Do the interests of the public and business sometimes require that competition be limited? Can cooperation among businesses effectively meet the interests of both business and the public? (3) What is the role of the government in protecting the interests of both business and the public? Does government have a responsibility to consider or mitigate the consequences of new technology it promotes? Fictional cases, primary source documents, and secondary sources are used to acquaint students with how these questions have manifested themselves in U.S. history. (DK)

ED 377 086 SO 023 523

Stewart, James; Giese, James R.

The Rise of Organized Labor: Workers, Employers, and the Public Interest. Public Issues Series.

PUB DATE- 89

NOTE- 77p.; Accompanying 8-page "Teacher's Guide" is appended.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Collective Bargaining; Employer Employee Relationship; Employers; *History Instruction; *Labor Conditions; *Labor Demands; Laborers; Labor Needs; *Labor

Site Selection
IDENTIFIERS- *Historical Preservation; Historic Sites; *Inventory Methods

Designed as a special studies unit for secondary school students or for adult volunteers, this student workbook and teacher's guide explains how to produce an accurate record of memorable neighborhood houses. The activities in the workbook include observation and information gathering. The workbook sections describe various steps in the process and a flow chart indicates the steps involved. The section on building selection indicates criteria to consider, methods of identifying the property owner, and means for securing permission and cooperation. The following section identifies the building and surrounding context with initial plans to follow, current information to document, and how to take a distant first view. The next section delineates the steps to take in measuring and describing the building. The site description section contains categories of objects and structures, how to conduct the inventory, a checklist and a map. A section on the purpose of a photographic record and how to prepare photographs precedes a section on gathering information from other sources. Following a section on how to use people as a source on information on historical buildings, a checklist identifies contributing factors to a building's significance. The final section contains the directions and a form to provide a lasting record of the building documentation. An outline in the teacher's guide provides details concerning the project's curriculum and administration along with tentative time requirements. A checklist describes the tasks involved in the project and the responsible individual or team. A section on "Selecting and Working with the Appropriate Community Repository" offers ideas on locating institutions to collect, care for, and make available historical materials. After a description promoting community participation, a list indicates the interdisciplinary skills and knowledge developed by the students. The next section discusses the benefits of the program to students, teachers, schools, community agencies, cultural associations, property owners, and senior citizen groups. A resource list identifies five organizations to contact for further information. (CK)

ED 377 103   SO 024 381

Ediger, Marlow
Organizing the Elementary Social Studies Curriculum.
PUB DATE- 29 Jul 94
NOTE- 10p.; Contains filled print throughout.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Elementary Education; Elementary School Curriculum; *Fused Curriculum; *Integrated Activities; *Integrated Curriculum; *Social Studies
IDENTIFIERS- *Correlated Curriculum Program; Dewey (John)

Types of elementary social studies curricula can be categorized according to the amount of subject integration included in each approach. Individual subjects such as history, geography, or economics may be presented as separate and distinct, or these descriptives may be integrated fully within the presentation of social studies materials. Faculty and school administration

Studies

Proclaiming that delinquency and violence among youth are neither uncontrollable nor inevitable, this technical bulletin argues that law-related education (LRE) can help young people overcome adverse environmental conditions by teaching the principles and skills needed to become responsible participants and active citizens. Although LRE cannot eliminate risk factors such as family conflict, community disorganization, and economic deprivation, LRE programs may foster student resilience and ability to cope with a harmful environment. Because of the involvement of community resource persons, LRE programs promote bonding with responsible adult role models, an important protective factor. LRE programs also promote interactive, cooperative learning and problem solving, methods that contribute to social competence and problem-solving skills. Practice in mock trials, legislative hearings and other role-play strategies strengthens the ability to think abstractly, reflectively, and flexibly, which increases the likelihood that at-risk youth will think before acting. Practice in handling controversial issues with respect for different viewpoints also reinforces feelings of empathy and caring. (JD)

ED 377 124 SO 024 587

Hale, Claudia L.; Cooks, Leda M.
Dispute Resolutions .
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - Serials (022)
DESCRIPTORS- *Citizenship Education; College Curriculum; College Instruction; *Conflict Resolution; Higher Education; *Law Related Education; Social Studies; Sociology; Teaching Methods
IDENTIFIERS- *Mediation

Focusing on the teaching of alternative dispute resolutions at universities, Claudia L. Hale and Leda M. Cooks argue that mediation should be taught primarily as a communication process that involves the joint efforts of mediator and disputants. Teachers of mediation should begin by distinguishing mediation from other forms of dispute resolution, explain the steps of the mediation process, and the need for an impartial mediator. In an article describing the creation of a master's degree program in dispute resolution at Wayne State University, Marvin Zalman explains the difficulties of identifying interested faculty across the disciplines and establishing new courses with limited resources. The curriculum established at Wayne State included eight core courses--Democratic Theory and Conflict Resolution; Roots of Social Conflict; Negotiating Theory and Practice; Neutral Intervention Theory and Practice; Communications, Culture and Conflict; Human Diversity and Human Conflict; Practicum in Dispute Resolution; Seminar in Dispute Resolution. Arguing that teachers in business schools should introduce students to mediation as a way of avoiding legal costs and negative publicity, Elizabeth V. Swenson offers role-playing strategies that illustrate the advantages of mediation to business. Other articles present ideas for teaching law and society courses from a design perspective and for applying the law as a teaching tool in non-law sociology courses. (JD)

ED 377 125 SO 024 600

*Teacher Role; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *School Culture; Spain

This study describes characteristics of reflective practical teaching, interprets the value of intellectualizing teaching by teachers, and summarizes a successful teaching/learning research process in the context of a large urban school in Spain. Data were gathered through review of curriculum documents and observations, interviews, and written reflections of 29 teachers. Findings are summarized in three major dimensions: the school as the institutional framework of change; the instructional dimension, which offers case studies of the visions, voices, and epistemological versions of the work design and life in the classrooms; and the curricular dimension, which involved matrices of practical reasoning and the personal, intuitive, and improved knowledge of teachers. Two main hypotheses were verified: (1) teachers' pedagogical practical knowledge, individually considered, showed some evidence of the diversity and multiplicity of their implicit theories to design instructional action; and (2) teachers' "grounded theories" also denoted and supported the idea that their reflective teaching was related to a cooperative school culture. (Contains 35 references.) (JDD)

ED 377 144 SP 035 517

Swartz, James D.
Practical Theories of Teaching, Media, and Classroom Management.
PUB DATE- 6 Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Cultural Pluralism; *Educational Media; Elementary Secondary Education; Ethnocentrism; Higher Education; *Instruction; *Learning Theories; Social Influences; Teacher Background; Teaching Experience; *Theory Practice Relationship
IDENTIFIERS- *Rorty (Richard)

This paper examines teachers' practical theories of teaching and ways in which individual teachers participate in a social solidarity, based on Richard Rorty's idea of solidarity as clinging to one's own ethnocentrism to understand differences between right and wrong, good and bad. Social solidarity is seen as holding people together, defining them as a group, and honoring one's own ethnocentrism as a starting place for social criticism and the establishment of pluralism. Practical theories of teaching are theories constructed from confronting the practical problems of the act of teaching and from the solidarity of practitioners. Practical theories of teaching call upon a teacher's solidarity to solve practical problems. When teachers select media that "work" in classroom instruction, they are, in effect, making a connection between the solidarity of students, their own solidarity, and their customized practical theories of teaching. By choosing media consistent with these three factors, effective classroom management may follow. Therefore, media and classroom management are examples of the interaction between a teacher's solidarity and practical theories of teaching. (Contains 19 references.) (JDD)

ED 377 145 SP 035 528

elementary and secondary principals' attitudes toward the PET model. Recommendations were made for further study with secondary principals concerning their need for enhancement of coaching skills. Copies of the survey instrument and various items of correspondence are appended. (Contains 44 references.) (Author/LL)

ED 377 163 SP 035 590

Rollefson, Mary; And Others
Sources of Newly Hired Teachers in Public and Private Schools: 1988 and 1991. Issue Brief.
PUB DATE- Oct 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Beginning Teachers; Elementary School Teachers; Elementary Secondary Education; *Employment Statistics; Private Schools; Public Schools; Reentry Workers; Secondary School Teachers; *Teacher Employment; Teacher Qualifications; Teacher Recruitment; Teacher Salaries; *Teacher Selection; *Teacher Shortage; *Teacher Supply and Demand; Teacher Transfer; *Teaching (Occupation)
IDENTIFIERS- *Schools and Staffing Survey (NCES)

This issue brief uses data from the 1987-88 and 1990-91 Schools and Staffing Survey to examine the various sources on which schools depend to meet the increasing demand for new hires to teaching. There are four sources of newly hired teachers: new college graduates, college graduates who pursued other activities before entering teaching (delayed entrants), former teachers reentering after a break in service, and transfers from other schools. The paper interprets statistics to address the following questions: (1) whether the sources of newly hired teachers have changed in recent years; (2) if the qualifications of newly hired teachers vary by supply source; and (3) whether paths into teaching vary by supply source. According to the data analysis, between 1988 and 1991 a shift occurred from reentrants to first-time teachers to fill the demand for new hires. It is not clear, however, whether this shift was due to attempts on the part of schools to economize or to shortages of more qualified teachers. Newly minted teachers provided the same qualifications, except for advanced degrees and teaching experience, as reentrants but at lower salaries. Delayed entrants held fewer qualifications and hiring them may represent an adjustment to shortages. No inferences can be made about teaching quality without appropriate measures. Statistical tables are included. (LL)

ED 377 164 SP 035 595

Vogt, Lynn Allington; Au, Kathryn H. P.
The Role of Teachers' Guided Reflection in Effecting Positive Program Change.
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conceptual Tempo; *Cultural Influences; *Educational

Diad.
PUB DATE- 13 Oct 94
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Field Experience Programs; Higher Education; Literature Reviews; *Models; *Practicum Supervision; Preservice Teacher Education; Program Improvement; Student Teacher Supervisors; *Student Teaching; Supervisor Qualifications; *Supervisory Training; Teacher Attitudes; Teacher Responsibility; *Teacher Supervision
IDENTIFIERS- Model Development; *Preservice Teachers

Field experiences for preservice teachers are replete with problems including insufficient budgets and concerns about the dominance of the preservice teacher, cooperating teacher, and university supervisor triad. This paper advocates the development of a diadic model that would, through training, expand the supervisory role of the cooperating teacher and eliminate the role of the university supervisor. A literature review supported 13 elements for inclusion in a proposed diadic model. The elements were grouped into four thematic clusters: ability to develop teaching skills; communication; improvement of preservice teaching; and cognitive domain. A survey instrument rated teachers' perception of degree of importance and degree of teacher competence regarding each element. According to the data analysis, teachers rated importance slightly higher than competence and tended to rate their competence high in elements they thought to be important. The element receiving the least support for importance and competence was knowledge of adult learning theory. Providing meaningful feedback was rated highest in importance and knowledge of planning skills was rated highest in teacher competence. The proposed diadic partnership model, a field study instrument, and sources for content analysis are appended. (Contains 24 references.) (LL)

ED 377 182 SP 035 622

Hazard, William R.
Legal Aspects of Teacher Evaluation.
PUB DATE- 21 Nov 93
NOTE- 12p.; Paper presented at the Annual Convention of the National Organization on Legal Problems in Education (39th, Philadelphia, PA, November 19-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Collective Bargaining; Elementary Secondary Education; Evaluation Criteria; *Formative Evaluation; *Labor Legislation; *Legal Problems; Legal Responsibility; *Public School Teachers; State Legislation; *Summative Evaluation; *Teacher Evaluation; Teaching Experience; Tenured Faculty; Unions
IDENTIFIERS- Illinois; *Reform Efforts

The performance evaluation of tenured teachers in the public schools raises significant legal issues particularly in the context of recent education reform efforts. Collective

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Criterion Referenced Tests; *Curriculum Based Assessment; Diagnostic Tests; Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Formative Evaluation; Higher Education; Licensing Examinations (Professions); Selection; *Student Evaluation; *Summative Evaluation; Teacher Education; Test Use
IDENTIFIERS- *Continuous Assessment; Weighting (Statistical)

This paper presents a conceptual framework for organizing and relating the many confusing concepts associated with continuous assessment (CA) practices. Curriculum-based criterion-referenced CA is shown to have two major components: formative and summative assessment of student learning. The nature of these components and their interrelationships are discussed. CA results for official summative evaluation purposes such as reporting to parents and incorporating CA grades into leaving and certification decisions are examined. Among the issues discussed are: (1) weighting of CA marks; (2) record keeping and reporting of CA results; (3) in-service and pre-service teacher training in CA; and (4) building school-to-school comparability and credibility into the CA process. (Contains three figures, two tables, and six references.) (Author/SLD)

ED 377 200   TM 022 339

Nitko, Anthony J.
A Model for Curriculum-Driven Criterion-Referenced and Norm-Referenced National Examinations for Certification and Selection of Students.
PUB DATE- Jul 94
NOTE- 31p.; Paper presented at the Association for the Study of Educational Evaluation in Southern Africa's (ASEESA) International Conference on Educational Evaluation and Assessment (2nd, Pretoria, South Africa, July 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Criterion Referenced Tests; *Curriculum Based Assessment; Educational Assessment; Educational Policy; Elementary Secondary Education; Foreign Countries; *Licensing Examinations (Professions); Models; National Competency Tests; *Norm Referenced Tests; School Restructuring; *Selection; Student Evaluation; *Test Construction
IDENTIFIERS- *Botswana; High Stakes Tests; National Curriculum (Botswana)

This paper evaluates existing national examination development processes in light of changes created by curriculum reform, and the restructuring and expansion of basic education. A model is proposed that creates a strong alignment of national examinations and a national basic education curriculum. Practical examples from Botswana, where the model is being implemented, make the discussion concrete. In a high-stakes environment, articulating curricula and examinations requires at least three components: (1) a formal policy statement about the need for this articulation; (2) adoption of a curriculum-driven examination development model that details the steps in developing examinations; and (3) establishment of an oversight committee to ensure satisfactory implementation. A curriculum-driven examination development model differs from a syllabus or gazette-driven model in requiring that the national curriculum be the center of the examination development process. Since observation including 23 checklists. The materials are grouped in four main areas: general issues, self assessment, peer assessment, and student observation. The chapters are as follows: (1) "Editorial" (Sally Brown and Gareth Jones); (2) "Observing Teaching" (Stewart Rawnsley); (3) "Ways of Observing: Comment" (Gareth Jones); (4) "Observing Teaching: Issues and Outcomes" (Sally Brown, Clive Colling); (5) "Observing Teaching in Other Contexts" (George Brown); (6) "What To Do Before the Session: Some Guidance on Observation of Teaching in Higher Education" (Gareth Jones); (7) "Self Assessment: Reflecting on Your Own Teaching: Observation Checklists 2-6" (Graham Gibbs); (8) "Watching Yourself Teach and Learning from It" (Tony Claydon and Liz McDowell); (9) "Observing Teaching in Higher Education" (Sally Brown); (10) "Peer Assessment: Checklists 7-20, Giving and Receiving Feedback, Developing an Observation Schedule"; (11) "Observation of Teaching: Guidelines for Observers and Observed, Observation Checklist 21" (Hazel Fullerton); and (12) "Student Observation: Checklists 22 and 23." The thirteenth chapter is an annotated bibliography containing nine references. (JB)

Education; *Institutional Cooperation; *Partnerships in Education; *Private Colleges; Program Development; Program Evaluation
IDENTIFIERS- *Council of Independent Colleges; *United Negro College Fund

This report summarizes and analyzes a 5-year initiative undertaken by the Council of Independent Colleges (CIC) and the United Negro College Fund (UNCF) to provide: first, comprehensive leadership development programming to presidents, administrators, and faculty of private historically black colleges and universities; and, second, a series of exchanges of administrators, faculty, and students between UNCF institutions and other private liberal arts colleges and universities within CIC. Six chapters address: (1) the origins and implementation of the initiative; (2) the results of the initiative; (3) the value of CIC/UNCF collaboration; (4) lessons learned from the initiative; (5) future directions for CIC/UNCF cooperation and collaboration; and (6) conclusions. The report recommends increased student involvement in the initiative, increased collaboration on teacher education programs, workshops for middle managers, and the involvement of college and university trustees. Six appendixes provide information on corporate and foundation sponsors, advisory committee members, committee on review and recommendations members, review methodology, consultancy projects, and summaries of five CIC exchange partnerships. (MDM) desperately required for both teachers and students. The lack of suitable print, nonprint, and electronic curricular materials was seen to constitute a significant bottleneck to educational growth and reform in the islands, and CAMPAEC has been envisaged as an education entity with the potential to provide high quality curriculum materials and equipment at affordable costs. It was further emphasized that harmonization and standardization of the curriculum across the sub-region would be a significant step in the development, acquisition, and/or production of economically viable materials. Researchers were also told that the needs were even more acute in non-formal education, notably adult literacy and parental education. This report presents the working papers of the study, which deal with issues in the areas of management, staffing, equipment and facilities, funding and cost factors, and implementation phases and stages. A summary of the findings and 17 recommendations for the implementation of the project conclude the report, and a list of persons interviewed, a table showing comparative demographic data, and a figure outlining course production processes are appended. (Contains 32 references.) (BBM)

(052), Reference Materials - General (130)
DESCRIPTORS- *Computer Assisted Instruction; Educational Technology; Evaluation Methods; *Hypermedia; Instructional Design; Microcomputers; *Multimedia Materials; *Programming; Student Needs; *Teacher Developed Materials; Teaching Methods
IDENTIFIERS- Apple Macintosh; *HyperCard; *QuickTime

This hands-on guide shows readers how to use HyperCard software to create instructional programs on the Macintosh computer. The book describes how to choose subject matter, design a program, and determine the method of presentation, including the type of interaction and guiding metaphors that will be used. It explains how to make programs easy for the user to navigate and control; how to create effective introductions, paths, and transitions; how to create useful feedback and remediation; and how to develop reliable assessment, scoring, and help facilities. Twenty-five HyperCard stacks, found on the disk supplied with the book, are used to walk the reader through on-screen demonstration sessions. The modular sessions let readers try their hand at various aspects of computer assisted instruction (CAI) before creating an entire program. The following topics are covered: writing scripts, designing screens, developing appropriate practice tasks, "bullet-proofing" programs, and integrating graphics, sound, and animation into lessons. A chapter on QuickTime explains how Apple Computer's new system extension can be used to integrate video presentations into computer lessons, and create multimedia instructional programs on the computer screen. (DGM)

ED 376 833   IR 055 302

ARL: A Bimonthly Newsletter of Research Library Issues and Actions, 1994.
PUB DATE- Nov 94
NOTE- 97p.; For the 1992-93 issues, see ED 364 223.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Libraries; Federal Government; Federal Legislation; Financial Support; Futures (of Society); Grants; Higher Education; *Library Administration; *Library Associations; *Library Services; Meetings; *Research Libraries
IDENTIFIERS- *Association of Research Libraries

This document consists of 6 issues (1 year) of a newsletter devoted to information and reports on issues and actions of interest to research libraries. Each issue contains articles on current issues, federal relations, and ARL activities as well as columns by the Coalition for Networked Information, the Office of Scientific and Academic Publishing, and the Office of Management Services. The highlights of each issue are as follows: (January 1994) "Trends in University Funding for Research Libraries," "NII and Intellectual Property," "Serial Cancellation Survey," and "Attracting Minority Applicants"; (March 1994) "Steps Toward a New U.S. Communications Policy," "Celebrating Libraries," "CICNet and Electronic Journals," and "Technology Fees"; (May 1994) "Rising Prices Continue to Plague ARL Libraries," "Rethinking ILL & Document Delivery Services," "Campus Seminars on Scholarly Communications," and "Librarywide Diversity Programs"; (July 1994) "Affirming the Rights and Responsibilities of the Research Library Community in the Area of Copyright," "AAU and ARL Endorse Action Agenda," "Electronic Serial Sites," and "OMS Diversity Program"; (September 1994) "ARL in Support of a Diverse Research Library Workforce," "AAU/ARL Demonstration Projects," "Librarian/Publisher Dialogs," and "New Learning Communities"; (November 1994) "GIS (Geographic Information System) Applications in Research Libraries," "Serial Cancellation Rate Predicted to Drop," "NII and Copyright," and "OMS Diversity Seminar." (DGM)

DESCRIPTORS- Academic Libraries; *Academic Rank (Professional); *College Faculty; Employment Level; Higher Education; Library Administration; Surveys
IDENTIFIERS- American Theological Library Association; *Faculty Status; Head Librarians; *Theological Libraries

This paper is the result of a survey of the institutional members of the American Theological Library Association. The Association of College and Research Libraries (ACRL) defines faculty status as: (1) freedom to exercise independent judgment in performance of professional duties and a formal method of performance review, (2) adoption of an academic form of governance similar to other faculties on campus, (3) eligibility for membership in the faculty senate or other governing body, (4) salaries comparable to other academic faculty, (5) tenure policies equivalent to other faculty, (6) promotion decisions made by a peer review board and based on professional effectiveness, (7) leaves of absence (i.e. sabbatical) available, (8) access to funds for research and development, and (9) freedom to provide access to information regardless of content (protection from censorship). Of the 106 institutions responding (70% response rate), 7% offer full faculty status to all librarians. When the institutions defined faculty status themselves, without strict adherence to ACRL guidelines, the result was that 19% offer faculty status to all of their librarians, 11% offer it to some and 6% do not grant faculty status at all. All of the head librarians attained the faculty status significantly more than often regular staff librarians. 41% of respondents considered faculty status an issue, 49% did not, and 10% gave either a mixed response or none at all. The following qualifications and activities of librarians in theological libraries are also examined: degrees, course instruction, lectures or paper presentations, membership in professional committees, research, and professional publication. Appendices provide six tables summarizing data, survey cover letter, and questionnaire. (Contains 39 references.) (MAS)

institutional improvement. The institution must comply with an accreditation mandate to submit an assessment plan and begin implementation by June 1994. Under a plan developed by a task group of faculty and staff, student achievement, goal completion, and student satisfaction would be assessed. Data on student achievement would be collected by assessing the competencies of students at the completion of benchmark courses and of a degree or certificate program. Faculty would be responsible for selecting appropriate instruments and administering them. In addition, student achievement would be assessed by graduate performance on licensure exams and employer satisfaction surveys. Student satisfaction would be measured by surveys of current and former students. Student services would be responsible for designing and administering surveys and collecting data on student goals and completion of goals. Standards have been proposed for basic skills; degree seekers; general education; occupational continuing education; occupational entry/re-entry; personal interest students; and student development. The final step of assessment would be to compare the outcomes with standards. (The report includes the North Central Association position on assessing student achievement, method and process statements, and the assessment review process.) (KP)

Colleges; Vocational Followup
IDENTIFIERS- Harrisburg Area Community College PA

In November 1993, Harrisburg Area Community College, in Pennsylvania, sent questionnaires to 1,138 graduates from the 1992-93 academic year seeking information about their employment or educational status and their perceptions of the extent to which their educational objectives were achieved. Responses were received from 885 graduates, for a response rate of 77.8%. An analysis of survey responses indicated the following: (1) 61.5% were female, closely matching their percentage in the general student population; (2) although minority students comprised 9.5% of the student body, they represented only 5.3% of the graduate population; (3) 27.8% were graduates of business, while 22.7% were from social sciences; (4) 36.9% had indicated an educational goal of preparing for a new career and 37.3% had indicated a desire to prepare for transfer to a senior institution, while 66% of all graduates indicated that they had fully accomplished their goal; (5) academic programs were rated as excellent by 35.7% and as good by another 57.2%, while nursing program graduates were the most critical of their major; (6) 62.7% were employed full-time and another 20.5% were employed part-time, while almost 60% indicated that their job was either directly or somewhat related to their field of study; and (7) 37.2% were continuing their education. Appendixes include the survey instruments and cover letter, tabled results, and list of job titles and employers of working graduates. (KP)

Certificates; *Effective Schools Research; Longitudinal Studies; *Outcomes of Education; *Performance Factors; School Holding Power; *Student Characteristics; *Student Educational Objectives; Two Year Colleges
IDENTIFIERS- City Colleges of Chicago IL

In an effort to obtain a more complete picture of student outcomes, the City Colleges of Chicago (CCC) undertook a 6-year study of the academic experiences of 10,777 students who entered in fall 1986 with no previous college experience. In addition to basic data on student characteristics, the study gathered information on student persistence in the college, completion of a degree or certificate, and transfer to a four-year institution. Outcomes for fall 1986 to spring 1992 for the entire cohort revealed that 12.9% transferred, 8.1% completed a degree or certificate, and 4.4% of students were still enrolled. Analyses were also conducted for those students in the cohort who completed at least 12 credit hours, completed at least 2 semesters, and/or were in baccalaureate/transfer programs, as well as by student goals. Rates for students with at least 12 credits were significantly higher than for the whole cohort regarding transfer, completion, and persistence, while rates were moderately higher for those with 2 semesters and in transfer programs. The study also sought to identify important factors in determining student success, finding that: (1) student grade point average and an intent to transfer were positively related to success; (2) both age and weekly job hours were negatively related to success rates; (3) ethnicity and original intent were also found to be significantly related to outcomes; and (4) factors which had no significant impact included gender, student enrollment in a baccalaureate or transfer program, and family income. (Contains 15 references.) (KP) levels, or special to regular education programs) did not provide receiving teachers an effective assessment of current performance levels; nor was there adequate planning to facilitate student transitions. This practicum developed strategies to ensure greater success during periods of transition. One component was training initiatives to enable teachers to better assess student performance levels (especially using portfolios) and to deal effectively with special education needs. A second component expanded collaborative planning opportunities so teachers could work together, sharing ideas and expertise, to facilitate school transitions for students. Positive outcomes of the initiative were demonstrated by inclusion of individual education plan summaries and performance assessment data in student cumulative records. An informal survey of teachers revealed that the initiatives improved staff awareness of student strengths and needs, and increased support for orientation activities and participation in the transition planning process. Includes 16 appendices (survey forms; training and planning materials; evaluation and assessment forms; and survey results) are included. Contains 70 references. (TM)

Lists; Educational Attitudes; *Instructional Materials; *Parent Education; Program Development; Program Evaluation; Rating Scales; *Rural Areas; *Videotape Recordings

This practicum sought to address the need for increased opportunities for prospective adoptive parents to gain introductory knowledge regarding adoption issues and processes in a rural state in the northeastern United States. A multimedia educational unit containing a 45-minute videotaped presentation and various written materials were developed and produced. Limited advertising was utilized to inform the public of the availability of the unit, which was mailed to 13 prospective adoptive parents who inquired about it. Parent evaluations of the unit indicated that most prospective parents believed that they had gained significant information from the unit, and felt that it was a valuable tool for prospective adoptive parents. Two appendices contain parent survey questionnaires. (MDM) with teachers; (2) a more positive classroom climate; (3) better learning and enhanced self-esteem from increased interdependence and peer tutoring; (4) increased independence from teachers; and (5) availability of a wider range of roles within the group for each with students. The noted advantages for teachers include better relationships with students and with parents, less stress and more productive use of time, increased continuity in planning, and a more satisfying teaching experience. Few disadvantages of multiage classrooms for students, teachers or parents emerged from the interviews. (ET)

PUB DATE- 94
NOTE- 6p.; Prepared at the Lyseth Elementary School, Portland, Maine.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperation; *Cross Age Teaching; Intermediate Grades; Interpersonal Relationship; *Learning Activities; *Peer Relationship; *Peer Teaching; Primary Education; Program Descriptions; Public Service; Self Esteem
IDENTIFIERS- *Student Cooperation; *Student Teams

The Study Buddies program is a partnership between an upper elementary classroom and a primary classroom. The program could be modified for any grade level as long as all the class members are willing to work with a different grade level class on a regular basis throughout the school year. Participating students and teachers plan social activities, academic enrichment sessions, and social service projects that can be done cooperatively. The primary goal of the Study Buddies program is to foster cooperation between students and teachers at different grade levels, but other goals include increasing effective communication, promoting responsible citizenship through service projects, and providing enrichment activities for all students. Most activities are shared on a whole class basis on an established schedule, but buddies also do things together on their own. The program may be used in all areas of the curriculum. Observable outcomes in the students who participate in the program include: planning and organizational skills; appreciation of varied developmental skills; adjustment to personality and skill differences; better listening skills; higher self-esteem; and mutual respect between older and younger students. The Study Buddies program is an inexpensive program with the cost depending entirely on the activities selected. (TJQ)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Culture; *American Indian Education; American Indians; *Coordinators; Cultural Differences; Cultural Images; *Educational Improvement; Elementary Secondary Education; Interviews; *Multicultural Education; Public Education; Reading Material Selection; Resource Materials; State Departments of Education; Stereotypes
IDENTIFIERS- *Michigan; *Native Americans

This document presents an interview with Pam Martell, who coordinates educational services to Michigan's approximately 60,000 Native Americans. Since over 98 percent of Michigan's American Indian children attend public schools, Martell places a high priority on the quality of public education. Equally important is working on issues concerning student retention, policy development, negotiating pro-Indian legislation, community networking, implementing teacher inservices, attending Indian events, and organizing a summer youth camp. Martell, who is also Native American, believes that in order to improve education for American Indians, teachers must implement practices that consider children's differing cultural and learning backgrounds. Teachers must also become aware of their own biases and stereotypes regarding Native Americans. To avoid stereotyping, Martell recommends teaching children about Native Americans in a developmentally appropriate sequence by exposing young students to Native Americans and their culture in a contemporary context. In later years, as students develop an understanding of the ideas associated with time, they may be taught history and experiences of Native American people and their culture. Martell provides information on several resources available to help educators select authentic and accurate materials portraying Native Americans. Martell believes that educators need to include Native American materials, resources, and information in many areas of the curriculum, rather than isolating the study of Native Americans to a seasonal unit. Contains seven references. (Author/LP)

PUB DATE- 91
NOTE- 292p.
LANGUAGE- Ojibwa; English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Historical Materials (060)
DESCRIPTORS- *American Indian Culture; American Indian Studies; *Children; *Chippewa (Tribe); Cultural Education; *Family Life; Native Language Instruction; *Native Speakers; Nonformal Education; *Ojibwa; Personal Narratives; Reminiscence
IDENTIFIERS- Cultural Interpreters; Mille Lacs Reservation MN

Anishinaabe (Ojibwe or Chippewa) elder Maude Kegg relates stories of her childhood nearly 90 years ago on the Mille Lacs Reservation in central Minnesota. The Nonremoval Mille Lacs Band of Chippewa to which she belonged accommodated their way of life to altered land and new neighbors, but retained their rich religious and social life. Traditional activities such as building birch bark and reed mat wigwams, boiling maple sap into syrup, and harvesting turtles and wild rice are described. The 41 stories are translated into English with facing pages containing the original Ojibwe in a standardized orthography. The glossary contains Ojibwe word stems from the text, alphabetized according to the inflected citation form for each. The suffixes inflecting many Ojibwe words, often combining into complex endings, are listed twice: in a forward list conventionally alphabetized, and an inverse list containing endings alphabetized from right to left. The full meanings of Ojibwe inflected words are contained in the stem, prefixes, processes such as initial change and reduplication, and inflectional endings. Each entry in the lists has a word class code and information on the grammatical categories represented in the ending, but full analysis of components within stems and endings is not presented. (JAT)

for 176 countries by the World Resources Institute and gives a broad picture of trends over 20 years. In a few cases, future projections are presented to show possible consequences. Designed for flexible use, the set can be shown as a unit with provided commentary; or selected graphs and maps can be used for shorter presentations on a particular topic. The maps are color coded according to a rainbow scale with green as environmentally "good" and red as environmentally "poor." Where possible, subsets of data are shown for groups of countries by economic level or by geographic region. (LZ)

ED 377 043 SE 055 390

Katoch, C. D.
Environmental Development cum Forest Plantation Planning and Management.
PUB DATE- 94
NOTE- 131p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Conservation (Environment); Environmental Education; Foreign Countries; *Forestry
IDENTIFIERS- *Environmental Management; *Forest Plantations; India

This textbook covers environmental conservation through forest plantation planning and management for all levels of forestry professionals and non-professionals in India and abroad. The book is divided into six parts and 29 sections in sequential order. Part I contains details on site selection, site preparations, site clearance, layout, and spacing of patches, terraces, trenches, and pits for sowing and planting. Part II discusses various types of fencing including the latest fencing techniques for minimizing fence posts in order to conserve money, and construction of roads, paths, inspection paths, bridges, and irrigation channels. Part III looks at soil preparations and choice of species. Part IV provides details on sowing and planting seasons, methods, mixture pattern, nurse and cover crops, and fertilizer application. Part V discusses special weed control including control of gregarious and notorious shrubs and herbs including Lantana, Parthenium, Ageratum, and control of climbers, bamboo thickets, and tall grasses. Part VI contains information on working days required for certain operations and details of plantation record keeping. Three appendices provide sample work and expenditure forms, and field inspection notes. Contains 19 references. (LZ) community, with the help of local experts. The guide contains six chapters that cover: (1) an introduction to the program; (2) teaching strategy for each of nine activities that appear in matching student guides; (3) leading a small group in problem-solving; (4) adapting materials for other age groups and use within a K-12 curriculum; (5) funding, liability, transportation, time, involving families, and evaluation and program improvement; and (6) 10 resources and information on 19 project partners. (LZ)

ED 377 067 SE 055 456

Give Water a Hand. Community Site Action Guide. Organizing Water Conservation and Pollution Prevention Service Projects in Your Community.
SPONS. AGENCY- National Fish and Wildlife Foundation.
PUB DATE- 94
NOTE- 34p.; Additional funding provided by Church & Dwight Co., Inc. For related documents, see SE 055 455-459.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activism; Citizen Participation; *Community Programs; *Conservation (Environment); Drinking Water; Environment; *Environmental Education; Instructional Materials; Intermediate Grades; Junior High Schools; Pollution; *Student Projects; Study Guides; Water; *Water Quality; Water Resources
IDENTIFIERS- Environmental Action; *Environmental Education Activities

Students grades 4-8 can use this guide to explore the topics of water, and water conservation within a community, while conducting an environmental community service project. Youth groups, led by a group leader, work with local experts from business, government, or environmental organizations to complete the project. Nine activity sections involve students in: (1) exploring background information; (2) mapping watersheds; (3) researching water quality impacts associated with a community site; (4) consulting with an expert; (5) choosing a service project; (6) creating an action plan; (7) tracking project progress; (8) measuring and recording results; and (9) brainstorming additional projects. Activities provide background and procedural information, as well as worksheets and discussion questions. Sidebars highlight key vocabulary. The guide contains an application for a Youth Earth Service Award and advice on how to create partnerships with community organizations. (LZ)

Problems; Labor Relations; Modern History; Public Policy;
Secondary Education; Social History; Social Studies; *Strikes;
Teaching Guides; Union Members; *Unions; United States History
IDENTIFIERS- Labor Organizers; Public Interest

This booklet is part of a series of units designed to help students take and defend a position on public issues. The booklet is premised on the idea that the study of how various labor-related conflicts were resolved in the past can throw light on the problem of how they ought to be resolved here and now. That is why this particular unit looks at the history of organized labor rather than concentrating just on current labor-related issues. Terms are defined and questions for discussion are presented. The material stresses that the reason for discussing a public issue is not to win the argument, both to understand more clearly one's own views and the reasons that support them, as well as differing opinions. Students are encouraged to view questions as: (1) ethical or value questions; (2) questions of definition; and (3) questions involving facts and explanations. The document is divided into six sections. The first is an introduction that identifies the central issues of the unit and how they will be approached. The second discusses the nature of work from the beginnings of industry. Perspectives of three workers and a manager are compared. The third section, "Labor Organizes," gives an overview of the labor movement from 1840 to 1900, discusses problems faced by organizers, and describes the Pullman Strike of 1894. The fourth section discusses the relationship between the government and the unions from 1900 to 1940. This section ends with a description of the Battle at the Overpass, a violent encounter at Ford Motor Company in 1937. The fifth section presents an overview of labor from 1940 to the present, and the challenge that labor problems present to the government. The last section is a review. Each section contains exercises and discussion guides. In the accompanying teacher's guide the units use historical, fictional, and contemporary situations. They assist students in using a structured approach to issues analysis and in developing the skills of reasoned discussion. Teachers should view the materials provided as possible strategies for developing discussion of public issues, and should pick and choose among the materials according to their own goals. The guide provides section by section assignments and activities. An 11-item bibliography and handouts are included. (DK)

must consider the amount of integration they consider to be most beneficial when developing a social studies curriculum. In order to increase subject integration, the four types of curriculum approaches presented include: (1) the separate subjects curriculum; (2) the correlated curriculum; (3) the fused curriculum; and (4) the integrated curriculum. The article presents the development of these curricula, the amount of subject integration included in each, and the advantages and disadvantages of each system. (CK)

ED 377 104   SO 024 382

Peters, Richard
Globescope: Student Involvement in Culture Trait Studies as Part of the Social Studies Curriculum in Grades 5-12.
PUB DATE- Jul 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; *Cultural Awareness; *Cultural Education; *Cultural Traits; Curriculum Development; *Elementary School Curriculum; High Schools; Intermediate Grades; Junior High Schools; Middle Schools; *Secondary School Curriculum; *Social Studies

The program described in this guide provides a method of researching and comparing diverse cultures for middle and high school students. Teams of students investigate cultures from around the world and present findings to the entire class. The team approach enables the class to be exposed to a variety of materials and gives students experience in instructing their peers. The guide contains information to assist in the development of a culture trait studies program within a social studies curriculum. Definitions in the guide assist the investigations as do the extensive lists of culture traits to be researched. A "Globescope Matrix" provides an example of how student research may be organized and displayed. Suggestions of exercises and enrichment activities allow for further investigation. (CK)

McDiarmid, G. Williamson; Vinten-Johansen, Peter
The Teaching and Learning of History--From the Inside Out. NCRTL Special Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Historiography; *History; *History Instruction; *Learning Strategies; *Teacher Education; Teaching Methods

This document comprising of two essays, "Challenging Prospective Teachers' Understandings of History" (G. Williamson McDiarmid) and "Reflections of a Journeyman Historian" (Peter Vinten-Johansen), provides a uniquely detailed account of what students study and learn in a historiography course. The course described is unusual in its attention to the epistemological issues stressed in emerging curriculum standards. These papers give vivid impressions of what this course meant to both students and professor. These impressions, combined with the evidence about what students learned, begin to suggest how one might understand the substance and sources of subject matter knowledge of teachers in several fields. The papers do not suggest an easy solution, but do provoke reflection on what the current reforms ask of teachers, and what is reasonable to expect those teachers to know. The first paper describes the study of an undergraduate historiography course, the historiography seminar on the Spanish Armada, and a rationale for the workshop approach to history. It includes dialogue from students and a table of components of the history workshop and corresponding understandings of history that the experiences are designed to develop. Students' thinking about history is discussed. The second article by Vinten-Johansen gains added interest by describing not only the instructor's perspective on the course, but also his account of how he came to teach a course with this focus. The first article contains 42 references. (DK)

Calder, Ian
The Teaching Practicum at Waikato: Background Developments and Issues.
PUB DATE- Jul 94
NOTE- 8p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; *Practicums; Preservice Teacher Education; Program Development; *Program Improvement; *Student Teaching; Teacher Education Programs; *Theory Practice Relationship
IDENTIFIERS- New Zealand; *University of Waikato (New Zealand)

This paper reviews research on teaching practicums and describes research-based efforts of the University of Waikato in New Zealand to make the practicum component more effective. Changes in the practicum component being implemented include clarifying the relationship between theory and practice; improving the communication among schools, colleges, and students; outlining the logical development of expectations for each practice teaching requirement; providing training for associate teachers; improving assessment of the practicum; and establishing the Professional Studies Department. Findings suggest that the blend of the practicum incorporated within professional practice courses produces an effective mix of theory and practice and that improvements to this model will bring about a professionally more sound development than the school-based initial teacher education models being proposed elsewhere. (JDD)

Improvement; Elementary Education; *Faculty Development; *Inservice Teacher Education; Language Acquisition; Language Arts; Literacy Education; Partnerships in Education; Program Improvement; *Reflective Teaching
IDENTIFIERS- *Kamehameha Early Education Program; *Rough Rock Demonstration School AZ

Kamehameha Elementary Education Program (KEEP), in Hawaii, and Rough Rock (which serves Navajo students in Arizona) are dedicated to strengthening the school success of students who have not thrived in traditional mainstream school settings. Both programs have rooted change efforts in the belief that students would experience improved school success if a better match existed between the linguistic and cultural knowledge of the students and the school. In KEEP, teacher thinking and reflection have been encouraged, and teachers are provided with the tools and resources needed to facilitate this reflection. Three periods of KEEP's teacher training and support history include: the three-hat model (teachers assuming three roles: teacher, researcher, and consultant); the dissemination phase; and the whole literacy phase. Collaboration with Rough Rock began during the dissemination phase, to test hypotheses regarding the culturally compatible features of the KEEP program: student interaction at independent centers, comprehension-based reading instruction, and talk-story turn-taking. Teacher training, observation, feedback, and reflection were provided. Teacher reflection has been stimulated by participation in qualitative research aimed at program improvement, observation of teaching-learning interactions, frequent collaborative dialogue with consultants or mentor teachers, and journal writing. (Contains 23 references.) (JDD) bargaining has expanded to become a central part of labor relations in public schools and has served often to neutralize threatening evaluations. As reform efforts demand more and tougher performance evaluation, teachers and unions will mount more vigorous defense and press for the right to bargain the criteria, ratings and other key evaluation pieces. Consequently, legal issues will continue to expand into teacher evaluation. In all evaluation the burden of proof rests with the district which must design clear, unambiguous criteria. All states have some tenure or continuing contract laws which also provide for notice and a hearing before dismissal of tenured teachers. Often a teacher may seek to eliminate a negative evaluation by invalidating the evaluation process as unfair on some grounds. When an evaluator rates a teacher "unsatisfactory" the evaluation clearly becomes summative and the evaluator must be careful to preserve the integrity of the data and good faith in the process at all costs. (Contains 20 references.) (JB)

curriculum defines content and performance levels, the examination committee and chief examiner play more facilitative roles than have been traditional. Expected benefits of such a model are outlined. (Contains 11 references, 4 tables, and 4 figures.) (Author/SLD)

ED 377 201   TM 022 340

Winfield, Linda
Assessment, Equity, and Diversity in Reforming America's Schools. Project 2.5, Analytical Models for Performance and Delivery Standards.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 34p.; A version of this paper was presented at the CRESST conference "What Works in Performance Assessment?" (University of California, Los Angeles, CA, September 10, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Differences; *Educational Assessment; Educational Change; Educational Improvement; Elementary Secondary Education; *Equal Education; Ethnic Groups; Minority Groups; *National Competency Tests; Outcomes of Education; Public Schools; Racial Differences; *Standards; Test Content; *Test Use; Urban Schools
IDENTIFIERS- *Reform Efforts

National standards and assessments are being proposed as a strategy for improving schools in the United States. However, proposed federal policies for implementation raise serious concerns about the extent to which national standards and assessments alone will help improve the quality of public education for all, or whether they will serve to deepen the already severe educational and economic cleavages that exist in this nation, especially along racial/ethnic lines. The implications of this policy for equity and diversity are examined in terms of antecedent instructional conditions, the proposed test, the testing context, and the diversity of learners to be assessed. Without a strong and serious commitment to opportunity to learn, this policy serves a symbolic and political function rather than an instrumental one in improving schooling outcomes, particularly for disadvantaged urban and racial/ethnic minority students. (Contains 93 references.) (Author/SLD)

ED 377 202 TM 022 343

Alma, Carine V.
A Strategy for the Acquisition of Problem-Solving Expertise in Humans: A Systems Approach.
PUB DATE- Mar 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; *Knowledge Level; *Problem Solving; *Systems Approach
IDENTIFIERS- Acquisition Behavior; Analogies; *Category Restructuring; *Expertise; Mapping

The acquisition of expertise involves the adoption of a between-systems problem-solving approach. A between-systems problem-solving approach involves (1) category restructuring; (2) analogy formation; and (3) solution construction using symmetrical and asymmetrical mapping information. Category restructuring permits the expert to reframe the initial problem state. Reframing the problem leads to the formation of analogical functional and complementary connections between category members. The identification of symmetrical and asymmetrical mappings determines the extent to which information from an analogous system can be borrowed with or without modification, and subsequently incorporated into a problem solution. (Contains 25 references and 2 figures.) (Author)

ED 377 203 TM 022 345

Byrne, Barbara M.
Validating Social Self-Concept Structure for Early/Late Preadolescents and Adolescents.
PUB DATE- Aug 94
NOTE- 52p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age Differences; Analysis of Covariance; Child Development; Construct Validity; Elementary School Students; Elementary Secondary Education; Factor Structure; Grade 3; Grade 7; Grade 11; High School Students; *Interpersonal Relationship; *Preadolescents; *Self Concept; *Social Psychology
IDENTIFIERS- Hierarchical Models

This study represents the first to empirically validate the structure of social self-concept (SC) as proposed by the Shavelson model. For each of three age groups--preadolescents (252 3rd graders), early adolescents (290 7th graders), and late adolescents (335 11th graders)--analyses of covariance structures were used to test: (1) that social SC is both multidimensionally and hierarchically structured and (2) that causal direction underlying SC formation flows from social behavior at the base of the hierarchy, up through the network of social SC facets, to general SC at its apex. Results reveal a multidimensional structure that becomes more differentiated with age, but fail to yield any clear hierarchical pattern, regardless of age. Although the hypothesized direction of cause was strongly supported, and the structure of social SC basically similar across age, there were nonetheless several

ED 377 225 TM 022 399

Ramey, Madelaine
Classroom Characteristics Related to Ethnic Achievement Gap Reduction.
PUB DATE- Apr 92
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Classroom Environment; Classroom Observation Techniques; Elementary Education; *Elementary School Students; Elementary School Teachers; *Ethnic Groups; Institutional Characteristics; Interaction; Language Arts; Mathematics; Reading; School Districts; Teacher Effectiveness; *Time on Task
IDENTIFIERS- California Achievement Tests; *Gap Reduction Model; *Seattle Public Schools WA

Problems involved in reducing the achievement gap among ethnic groups in the Seattle (Washington) public schools were studied. An 11-member team selected 25 elementary schools and 216 classrooms for the study, which included classroom observations, teacher questionnaires, and measurement of ethnic achievement gap reduction through California Achievement Test scores. Achievement test results and analysis suggest that the ethnic achievement gap is more directly modifiable by school and classroom practices than is overall achievement level. In the intermediate grades, findings suggest that the optimal setting for reading gap reduction is a classroom with considerable one-on-one interactive instruction. A similar situation fosters mathematics gap reduction, although language gap reduction suggests that situations in which the teacher interacts with the whole class are beneficial. At the primary level, the best setting for gap reduction appears to be a classroom in which students can wander off task, but in which they must remain in their seats. Off-task behavior may be a form of active and productive cognitive processing in "play." Seven tables present study findings. (Contains 23 references.) (SLD)

ED 377 226 TM 022 401

Darling-Hammond, Linda, Comp.; And Others
Authentic Assessment in Practice: A Collection of Portfolios, Performance Tasks, Exhibitions, and Documentation.
SPONS. AGENCY- Aaron Diamond Foundation, Inc., New York, NY.; DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; Leon Lowenstein Foundation, New York, NY.
PUB DATE- Oct 93
NOTE- 308p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Documentation; *Educational Assessment; Educational Practices; Elementary Secondary Education; Evaluation Methods; *Exhibits; Learning; *Portfolio Assessment; Student Evaluation; Test Construction; Testing; *Test Use
IDENTIFIERS- *Authentic Assessment; *Performance Based Evaluation

This collection of examples of authentic assessments has been

ED 377 246 TM 022 512

Crehan, Kevin D.; Haladyna, Thomas M.
A Comparison of Three Linear Polytomous Scoring Methods.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Computer Assisted Testing; *Distractors (Tests); Models; *Multiple Choice Tests; *Pass Fail Grading; *Scores; Testing Programs; *Test Items
IDENTIFIERS- *Linear Measurement; *Polytomous Scoring

More attention is currently being paid to the distractors of a multiple-choice test item (Thissen, Steinberg, and Fitzpatrick, 1989). A systematic relationship exists between the keyed response and distractors in multiple-choice items (Levine and Drasgow, 1983). New scoring methods have been introduced, computer programs developed, and research conducted to estimate and evaluate the potential for useful information present in distractors. This study determines the efficacy of three linear polytomous scoring methods in the context of testing programs where pass/fail decisions are made. Recommendations are offered about which methods appear to be most effective and feasible. Additionally, future directions in research on polytomous scoring are suggested. Four tables and one figure are included. (Contains 17 references.) (Author)

ED 377 247 TM 022 515

Wang, Ning; Lane, Suzanne
Detection of Gender-Based Differential Item Functioning in a Mathematics Performance Assessment.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 94
NOTE- 32p.; Version of a paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 3-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; *Elementary School Students; Grade 6; Grade 7; *Identification; Intermediate Grades; *Item Bias; Junior High Schools; Junior High School Students; *Mathematics; *Sex Differences; Test Items; Thinking Skills
IDENTIFIERS- *Performance Based Evaluation; Polytomous Scoring; *QUASAR Project (Mathematics Education)

This study used three different differential item functioning (DIF) procedures to examine the extent to which items in a mathematics performance assessment functioned differently for matched gender groups. In addition to examining the appropriateness of individual items in terms of DIF with respect to gender, an attempt was made to identify factors that may be related to DIF. The QUASAR Cognitive Assessment Instrument (QCAI) is designed to measure mathematical thinking and reasoning skills through open-ended questions. In this study, 33 polytomously scored QCAI items, from 4 test forms completed by 1,782 6th and 7th graders, were evaluated for gender-related DIF. Results suggest that DIF may not be serious for 31 of the 33 QCAI items. Explanations are suggested for the DIF of the remaining two items, one of which is of particular concern. Three figures and six tables present study findings.

Adults; *Youth Employment

The 1980 Census of the United States is used, first, to illustrate the serious lag in employment performance of young black men relative to young white men and, second, to test for the importance of demand-side causes of this lag. Aggregate data for 94 standard metropolitan statistical areas (SMSAs) contain data on the annual hours worked in 1979 of black and white young men, along with other labor-market variables that reflect demand and supply forces. Disaggregate (or individual) data from the 1-in-100 Public Use sample contain personal information and hours worked for individuals. The individual records from young men in the 94 SMSAs are used with the SMSA market variables to check for the consistency of the effects of market variables on the employment of young black men with both types of data and with the two measures of labor supply. Main results are derived from the use of variation across SMSAs in the employment and wages of white youth as indicators of the demand conditions for black youth. It is estimated that feasible increases in these demand factors would lead to approximately a 25 percent increase in the employment of black youth. Eight tables present census figures. Two appendixes present definitions and supplemental information. (Author/SLD)

ED 377 268 UD 030 193

Moon, Soo-Back; And Others
A Comparison of Korean and American Students' Attitudes about School.
PUB DATE- Nov 93
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cross Cultural Studies; Educational Environment; *Elementary School Students; Foreign Countries; *High School Students; Intermediate Grades; Interpersonal Relationship; Locus of Control; Secondary Education; Self Concept; Sex Differences; *Student Attitudes; Student Responsibility; *Teacher Student Relationship
IDENTIFIERS- Middle School Students; *South Korea; United States

Students from the United States were compared with similar students from South Korea regarding their attitudes toward school, their perceived responsibility for learning, and their perceived relationships with teachers. Data were collected from 305 female and 301 male students in grades 7-12 in Korean middle schools and high schools through the use of Korean translations of instruments developed by R. E. Bills and others to assess affect. Findings were compared with those from the Bills 1978 data for the measures (Feelings about School, Locus of Responsibility, and Relationship Inventory) for more than 65,000 U.S. students. The data suggest that American students have a more positive attitude toward school, a more positively perceived responsibility for learning, and a more favorable relationship with their teachers than do Korean students. While American female students are more positive, male Korean students tend to have more positive attitudes. Four tables present study findings. (Contains 31 references.) (SLD)

ED 377 269 UD 030 194

Keith, Novella Z.; Keith, Nelson W.

IDENTIFIERS- *African Americans

This directory of social programs that focus on the African-American male lists 145 programs grouped by state. Information for each program includes the sponsoring organization and contact person and a brief description of program goals and the target population. The programs deal with a variety of issues, but there is an emphasis on sex education and pregnancy prevention, as well as on dropout prevention and crime prevention. Programs are for elementary and secondary school students, but many concentrate on the adolescent. (SLD)

ED 377 290 UD 030 218

Mentoring Young Black Males. An Overview.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blacks; Community Organizations; Criteria; Elementary Secondary Education; Expectation; Interpersonal Relationship; Leadership; *Males; *Mentors; Personnel Selection; Recruitment; Self Esteem; *Training; *Volunteers
IDENTIFIERS- Goal Setting; *Urban League

This document presents, for local Urban League affiliates and community-based organizations, a framework for developing and conducting locally operated mentor programs. The development of mentoring programs has been an incremental process. Mentoring programs now contain some elements that other programs lack, such as an emphasis on self-esteem, self-valuing, goal setting, and parent participation. As community-based organizations have adopted mentoring programs, they have recognized that the leadership, recruitment, and training of volunteers are key elements. Mentoring-program managers have found that their relationships must involve certain facilitating, advising, helping, and instructing activities. Candidates have differing expectations about their roles, and training must ensure that mentors are realistic about their expectations and that they are prepared to fulfill the roles expected of them by the program. Mentor selection has been a difficult issue for some programs, but good recruitment criteria and careful program monitoring can prevent many problems. (Contains 13 references.) (SLD)

ED 377 291 UD 030 219

Arndt, Randolph C.
School Violence in America's Cities: NLC Survey Overview.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Delinquency; Elementary Secondary Education; Government Role; Juvenile Gangs; Law Enforcement; Local Government; *Municipalities; *Police School Relationship; Policy Formation; Prevention; Public Policy; Rural Areas; *School Safety; Social Problems; Suburbs; Surveys; *Urban Schools; *Violence

This report offers a perspective on school violence and its pervasiveness as a local public-safety issue. It summarizes the interesting developmental dissimilarities. Findings provide an important springboard for further construct validity research bearing on the structure and measurement of social SC. (Contains 74 references, 4 tables, and 7 figures.) (Author/SLD)

ED 377 204 TM 022 346

Byrne, Barbara M.; And Others
Testing for a Gender-Invariant Hierarchical Structure of Depression for Swedish Adolescents.
PUB DATE- Aug 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Depression (Psychology); *Factor Structure; Females; Foreign Countries; Hypothesis Testing; Males; Models; *Sex Differences
IDENTIFIERS- *Beck Depression Inventory; Canada; Confirmatory Factor Analysis; Hierarchical Models; *Sweden

Building upon earlier confirmatory factor analytic research that validated a second-order, three-factor structure of the Beck Depression Inventory for Canadian and Swedish nonclinical adolescents, this study tested the factorial structure of the Swedish version of the instrument separately for 559 males and 537 females, and tested its measurement and structural equivalence across gender. Except for three minor discrepancies involving correlated errors, the hypothesized model best described the data for both males and females. Nonetheless, the imposition of equality constraints across sex revealed differences bearing on the measurement of six items, and latent construct relations involving the Somatic Elements factor. Four gender differences in factorial structure replicated findings for Canadian adolescents. Results have important implications for researchers, clinicians, and others whose interests focus on nonclinical adolescent depression. (Contains 35 references, 2 tables, and 1 figure.) (Author/SLD)

ED 377 205 TM 022 347

Byrne, Barbara M.; And Others
Validating a Swedish Version of the Beck Depression Inventory for Nonclinical Adolescents: A Confirmatory Factor Analytic Study.
PUB DATE- 94
NOTE- 37p.; Paper presented at the International Congress of Applied Psychology (23rd, Madrid, Spain, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Correlation; *Depression (Psychology); Foreign Countries; Goodness of Fit; High Schools; High School Students; Hypothesis Testing; *Measures (Individuals); Psychometrics; *Validity
IDENTIFIERS- *Beck Depression Inventory; Confirmatory Factor Analysis; *Sweden

The intent of the present study was to test for the validity and equivalency of a second-order factorial structure of the Beck Depression Inventory for and across three independent samples (n1=661; n2=239; n3=196) of nonclinical Swedish adolescents; the model under study derived from a cross-validated study of Canadian high school adolescents (Byrne and Baron, 1993a).

compiled to provide a sampling of the many new strategies for evaluating student work and learning that are being developed and used in schools around the country. These strategies are called "authentic" because they require that students demonstrate what they can do as workers would in real, out-of-school, settings. Sometimes these assessments are embedded so firmly in the curriculum that they are nearly indistinguishable from instruction. Examples and approaches in this collection fall into categories, often overlapping, of: (1) performance-based tasks and exhibitions; (2) portfolios; and (3) documentation of learning over time. In all, 33 examples are presented. (Contains 141 references.) (SLD)

ED 377 227 TM 022 402

Bergstrom, Betty A.; And Others
Differential Item Functioning vs Differential Test Functioning.
PUB DATE- Apr 93
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Error of Measurement; Grade 11; Grade 12; High Schools; High School Students; *Item Bias; Item Response Theory; Mathematics; *Sample Size; Sampling
IDENTIFIERS- Calibration; Michigan Educational Assessment Program

A problem that arises when a differential item functioning (DIF) study is done with samples of examinees differing in ability is examined. A test may function differently when the populations from which the items are calibrated are not of equal ability. Since the lower ability examinees get many difficult items incorrect, the spread (standard deviation) of item calibrations may differ. The difference in how the test functions, in terms of item spread, must be addressed before differential item function can be explored. Several methods to account for differences in standard deviation are reported. The problem is studied using data from the Michigan Educational Assessment Program (MEAP) for 619 eleventh and twelfth graders from the 1991 administration of the MEAP mathematics test. Either linear transformation or subsampling helps eliminate differences in standard deviation, but subsampling is preferable when there is a large enough sample. Five figures and three tables illustrate the analysis, along with eight figures in an appendix describing sample groups. (Contains 9 references.) (SLD)

ED 377 228 TM 022 403

Bergstrom, Betty A.
Ability Measure Equivalence of Computer Adaptive and Pencil and Paper Tests: A Research Synthesis.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; *Adaptive Testing; Comparative Analysis; *Computer Assisted Testing; *Effect Size; Item Response Theory; Literature Reviews; *Meta Analysis; Research Reports;

(Contains 29 references.) (SLD)

ED 377 248 TM 022 519

Griffin, Marlynn M.; And Others
Learning through Testing: An Investigation of Cooperative Assessment.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; *Cooperative Learning; *Educational Assessment; Educational Psychology; Error of Measurement; Higher Education; *Learning; Outcomes of Education; Pretests Posttests; Research Methodology; *Student Attitudes; Test Format; *Test Use; *Undergraduate Students

Among the plethora of cooperative learning studies, several investigations of cooperative or group assessment (CA) have appeared. In this investigation, the methodology of R. R. McCown (1992) is refined to examine CA in a classroom setting, primarily examining achievement outcomes and student perceptions of the CA process. Fifty-six undergraduates in educational psychology participated in a nonequivalent control group design. It was hypothesized that students taking a test using a CA procedure would perform significantly better on a posttest of course concepts than would students completing the test in traditional format. The CA group completed examinations individually and in groups, while the traditional group (TA) took examinations individually. Analysis of covariance did not support the hypothesis. However, student reactions to the CA process were overwhelmingly positive. An appendix gives means, modes, and standard deviations for the group assessment survey. (Contains 13 references.) (Author/SLD)

ED 377 249 TM 022 521

Achenbach, Thomas M.
New Developments in Empirically Based Assessment and Taxonomy of Child/Adolescent Behavioral and Emotional Problems.
PUB DATE- Aug 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age Differences; Behavior Problems; *Children; *Classification; *Clinical Diagnosis; Cluster Analysis; Criteria; Emotional Problems; *Evaluation Methods; Factor Analysis; Mathematics Tests; *Mental Disorders; Profiles; Scoring; Self Evaluation (Individuals); Sex Differences; Standardized Tests
IDENTIFIERS- *Diagnostic Statistical Manual of Mental Disorders; Empirical Research

The major innovation of the American Psychiatric Association's "Diagnostic and Statistical Manual III" (DSM-III) was the explicit specification of criteria for determining whether an individual's problems qualify for a particular diagnosis. However, neither the choice of child diagnostic categories in

Education, Development, and the Rebuilding of Urban Community.
PUB DATE- Nov 93
NOTE- 33p.; Paper presented at the Annual Conference of the Association for the Advancement of Research, Policy, and Development in the Third World (Cairo, Egypt, November 23-26, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Development; *Cultural Awareness; *Developing Nations; Economic Factors; *Educational Change; Elementary Secondary Education; Foreign Countries; Global Approach; *Multicultural Education; Partnerships in Education; Poverty; Public Policy; Social Change; *Urban Schools
IDENTIFIERS- Indigenous Knowledge Systems; *Reform Efforts

The paper asks what are appropriate policies for urban school reform in the context of global transformations affecting cities in both developed and "Third World" countries. Features of this transformation include growing population diversity, a semi-permanent underclass, and the informal economy. Comprehensive community development (i.e. economic, socio-political, and cultural) must promote alternative forms of integrating communities into the larger whole, in ways that emphasize "indigenous" knowledge and problem solving. Urban school reforms that promote culturally relevant education and community partnerships can make a contribution. However, the connections between school and community and school and work need to be rethought. The paper provides examples of strategies to convert new economic forms into life-sustaining opportunities and new social forms into structures that sustain the community. (Contains 55 references.) (Author)

ED 377 270 UD 030 196

Bidell, Thomas R.; And Others
Developing Conceptions of Racism among Young White Adults in the Context of Cultural Diversity Coursework.
PUB DATE- Apr 94
NOTE- 41p.; Paper presented at the Annual Meeting of the Society for Research in Adult Development (Amherst, MA, June 1993) and at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; College Students; *Concept Formation; Context Effect; *Cultural Differences; Higher Education; *Multicultural Education; Outcomes of Education; *Racial Attitudes; Racial Bias; Racial Discrimination; Research Needs; Social Bias; Student Attitudes; *Whites; *Young Adults

An exploratory study was conducted to evaluate a model that predicts a five-step developmental sequence from dualistic to systematic conceptions of racism among young white adults. The model predicts developmental changes for white middle-class young adults within the context of a college cultural-diversity course. The following steps in understanding are predicted: (1) individual prejudice; (2) individual prejudice conflicted; (3) recognition of a multiplicity of inequalities; (4) coordination of a partial system of inequality; and (5) understanding of social and systemic racism. Subjects were 55 white college students (45 female and 10 male) in a cultural-diversity course required of education majors. The majority did respond at step

responses of 700 cities and towns to a survey conducted by the National League of Cities (NLC) in 1994. Half of the nation's 200 largest cities responded, but the largest percentage of responses were from suburban and rural cities, with nearly 65 percent from places with populations below 50,000. Responses reveal that the growing level of concern about school violence has led to a significant allocation of local police resources to address the problem and includes prevention programs and a police presence at athletic events. This concern has also led to a rethinking of the roles and responsibilities of local-government policymakers as they consider the fact that school violence is a problem of substantial or growing significance in more than 80 percent of the nation's cities and towns. Serious injuries or deaths from violence at school occurred in 25 percent of the cities surveyed during the past year. Student and neighborhood gangs are regarded as a significant factor in a majority of medium and large cities. There is an increasing recognition that the problem of school safety is a problem that includes the total community. Nine tables present survey findings. (SLD)

ED 377 292 UD 030 220

Pressman, Steven
Poverty in America: An Annotated Bibliography. Magill Bibliographies.
PUB DATE- 94
NOTE- 313p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; Annotated Bibliographies; *Children; Early Parenthood; *Educationally Disadvantaged; Elementary Secondary Education; Equal Education; Family Problems; Groups; Literature Reviews; *Low Income Groups; *Minority Groups; *Poverty; *Public Policy; Welfare Services

This bibliography is a comprehensive treatment of poverty in the United States. It summarizes the major economic, literary, sociological, historical, and other social-science literature written over the past century on this topic. In addition to general descriptions of the measurement, causes, and consequences of poverty, individual chapters address the history of poverty in the United States, the development of poverty measures and their limitations, the problems with the current U.S. welfare system as a means of reducing poverty. Individual Chapters also address the impoverishment of specific groups of Americans--women, children, minorities, residents of urban ghettos, and those who live in rural areas of the United States. The evaluations of individual contributions relate the writings to one another and provide a perspective on poverty and its prevention. Of particular interest to those concerned with education are Chapter 5, section d, "School Performance and Education," and Chapter 7, "The Poverty of Children," with sections on the consequences of childhood poverty and on policy solutions. Chapter 8, "The Poverty of Minorities," lists works that explore the poverty of minority populations and focus on specific minority groups and the problems of young families. In Chapter 13, a section on child and family allowances lists works that relate to nonwelfare antipoverty policy. Each entry contains an extensive annotation discussing content and emphases. (Author/SLD)

ED 377 293 UD 030 221

Model fitting, testing, and equating were based on the analysis of covariance structures within the framework of a confirmatory factor analytic model. Of major importance was the tenability of the hypothesized model for Swedish adolescents; only minor differences that involved correlated errors and one cross-loading (Sample 2) were evidenced. Results are expected to be of substantial interest to both researchers and clinicians whose concerns focus on depression as it bears on this population. (Contains 39 references, 1 table, and 4 figures.) (Author)

ED 377 206 TM 022 348

Parker, Lawrence A.
Strategies for Infusing Critical Thinking into a Culture.
PUB DATE- 93
NOTE- 9p.; Supporting paper for conference session, Strategies for Implementing Critical Thinking, NCECT, Critical Thinking and Educational Reform Conference (Rohnert Park, CA, July 31-August 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; *Critical Thinking; *Curriculum Development; Decision Making; *Elementary Secondary Education; Problem Solving; Teacher Education; *Teaching Methods; *Thinking Skills; Training

Every person can and should be instructed in critical thinking to the limits of his or her abilities and capabilities. No one strategy will fit all individuals at all levels, but strategies can be developed, directed by a single goal, that will be adaptable enough to respond to changing cultural conditions and educational necessities. Infusing critical skills should begin as early as possible in the educational and developmental process and should continue throughout the individual's school and adult life. Texts for students presently in secondary school and college can be modified once all students have had critical thinking skills instruction in elementary schools, so that more complex concepts and approaches can be introduced. Continuing education for adults should be supplemented by support for the changes many adults will need to make in their thinking habits. Because today's schools are not equipped to provide training in critical thinking, centers should be set up to conduct the training programs, workshops, and seminars for adults. Such a place could also be a networking center for information on critical thinking issues. The Ohio Center for Critical Thinking Instruction, incorporated in January 1994, will be a prototype center for critical thinking instruction. (SLD)

ED 377 207 TM 022 362

Lanier, Charles Wood
ACT Composite Scores of Retested Students. ACT Research Report Series 94-3.
PUB DATE- Jun 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; Achievement Tests; *College

Statistical Significance; *Synthesis; Test Construction
IDENTIFIERS- *Paper and Pencil Tests

This paper reports on existing studies and uses meta analysis to compare and synthesize the results of 20 studies from 8 research reports comparing the ability measure equivalence of computer adaptive tests (CAT) and conventional paper and pencil tests. Using the research synthesis techniques developed by Hedges and Olkin (1985), it is possible to estimate a scale-free index of effect magnitude for each study and then compare results on a common scale. Most studies, despite differences in test content, age of examinees, item response theory model used, and study design, show comparable mean ability measures on CAT and pencil and paper test versions. Where mean differences are statistically significant, mean measures are higher for a pre-existing pencil and paper test. Three tables and two figures summarize the study results. (Contains 21 references.) (SLD)

ED 377 229 TM 022 404

Bergstrom, Betty A.; Stahl, John A.
Assessing Existing Item Bank Depth for Computer Adaptive Testing.
PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 21-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Adaptive Testing; *Computer Assisted Testing; *Evaluation Methods; *Item Banks; Item Response Theory; *Test Construction; Test Items
IDENTIFIERS- *Accuracy; *Information Function (Tests)

This paper reports a method for assessing the adequacy of existing item banks for computer adaptive testing. The method takes into account content specifications, test length, and stopping rules, and can be used to determine if an existing item bank is adequate to administer a computer adaptive test efficiently across differing levels of examinee ability. An example is presented that shows that the adequacy of the bank can depend on the stopping rule implemented. The example is from an item bank with 183 items from 4 content subtests, with 50% of items from subtest 1, 24% from subtest 2, 20% from subtest 3, and 6% from subtest 4. The use of information functions for both subtests and the total test gives a picture of the adequacy of the item bank across content areas. The procedure can be modified for use with other item response theory models as long as the item parameters are known. Ten figures illustrate the discussion. (Contains 13 references.) (Author/SLD)

ED 377 230 TM 022 406

Tirre, William C.
Knowledge and Ability Factors Underlying Simple Learning by Accretion.
PUB DATE- 90
NOTE- 35p.; In: Genetic, Social, and General Psychology Monographs, v117 n1 p91-126.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Ability; Computer Assisted Testing;

DSM-III nor the choice of criteria to define each category was based on empirical findings. In this paper, an approach to taxonomy is developed that involves quantitative analyses of standardized assessment data to identify groupings of problems that tend to co-occur, as reported by each type of informant. Primarily by using factor analysis and principal-components analysis, syndromes of co-occurring problems are derived. The overall approach is called "Multiaxial Empirically Based Assessment and Taxonomy." Eight cross-informant syndrome constructs are derived from parent-, teacher-, and self-reports. A computerized profile is developed for scoring an individual child in terms of the eight cross-informant syndromes normed for that child's sex and age and the type of informant. Cluster analyses of profiles, performed in 1993, are being used to identify children who share patterns of syndrome scores. Fourteen figures present analysis data. (Contains 4 references.) (SLD)

ED 377 250 TM 022 540

Broyles, Susan
Integrated Postsecondary Education Data System (IPEDS).
PUB DATE- Oct 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Census Figures; *Colleges; Data Analysis; *Data Collection; *Educational Finance; *Enrollment; *Institutional Characteristics; National Surveys; Policy Formation; *Postsecondary Education; Private Schools; Public Schools; Teacher Salaries; Vocational Education
IDENTIFIERS- *Integrated Postsecondary Education Data System; National Center for Education Statistics

This booklet introduces the Integrated Postsecondary Education Data System (IPEDS) surveys administered by the Bureau of the Census for the National Center for Education Statistics (NCES). It contains a general description of the survey forms and their uses. IPEDS is a system of surveys designed to collect data from all providers of postsecondary education. It is the core postsecondary education data collection system within the Department of Education. The survey universe contains approximately 11,000 postsecondary schools divided into baccalaureate or higher degree institutions, two-year award institutions, and less than two-year institutions. Each category is further divided into public, private nonprofit, and private for profit schools. Data are used for analyzing and reporting on trends and for policy formation. The surveys are (1) Institutional Characteristics (annual); (2) Fall Enrollment (annual); (3) Completions (annual); (4) Salaries of Full-Time Instructional Faculty (annual); (5) Finance (annual); (6) Fall Enrollment in Occupationally Specific Programs (biennial); (7) Fall Staff (biennial); and (8) Academic Libraries (biennial). A list of sources of IPEDS information is included, with instructions for accessing IPEDS via Internet. (SLD)

ED 377 251 TM 022 543

Wilson, Bruce L.; Corbett, H. Dickson
Two State Minimum Competency Testing Programs and Their Effects on Curriculum and Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

1 at the beginning of the course and saw racism as simply a matter of individual prejudice. None of the students reached a step-5 conceptualization, but the average student did gain one step, and more than a quarter made two- or three-step gains. The data support a cognitive dimension to the problem of coming to grips with racism. Two tables and one figure present study findings. (Contains 48 references.) (SLD)

ED 377 271 UD 030 198

Raywid, Mary Anne
Selecting the Focus of a Focus School. ERIC/CUE Digest Number 102.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Educational Change; Elementary Secondary Education; *Equal Education; *Organizational Effectiveness; School Districts; School Effectiveness; *School Restructuring; Selection; *Urban Schools
IDENTIFIERS- ERIC Digests; *Focus Schools; Reform Efforts

This digest discusses issues in the selection of an appropriate focus for a focus school. Schools with a theme and schools targeted for particular students, which are both components of the focus-school genre, have long been a part of the nation's education system. A number of school districts, especially in urban areas, have established focus schools to such an extent that 44 percent of the nation's multischool districts now have such schools. Equity issues and effectiveness concerns are issues of principle that must be considered. With regard to organization, the focus may be on the curriculum, the method of instruction, or the orientation or worldview embraced by the school. Any theme or focus must possess a logical coherence and transformative power. A school that fulfills its promise as a focus school is also a restructured school. Contains 15 references. (SLD)

ED 377 272 UD 030 199

Orenstein, Peggy
SchoolGirls. Young Women, Self-Esteem, and the Confidence Gap.
PUB DATE- Sep 94
NOTE- 358p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Anglo Americans; Beliefs; Body Image; Competence; Cultural Differences; Elementary Education; *Elementary School Students; *Females; Grade 8; *Personal Autonomy; *Self Concept; Self Esteem; Sex Differences; *Student Attitudes
IDENTIFIERS- African Americans; American Association of University Women; Latinas

A survey conducted by the American Association of University Women (AAUW) polled 3,000 boys and girls between the ages of 9 and 15 years regarding their attitudes toward self, school, family, and friends. Results confirmed that the passage into adolescence is marked by a girl's loss of confidence in herself and her abilities. The AAUW discovered that the most dramatic

Raywid, Mary Anne
Focus Schools: A Genre To Consider. Urban Diversity Series No. 106.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Catholic Schools; Educational Practices; High Schools; Holistic Approach; *Magnet Schools; *Nontraditional Education; *Program Development; Teaching Methods; *Urban Schools; Values
IDENTIFIERS- *Focus Schools; Specialist Schools

In spite of a widespread commitment to the comprehensive high school, the nation has long had specialty or theme schools and schools that target particular children. Magnet schools, alternative schools, and Catholic schools illustrate that the idea of specialized schools is not new. Recently, the concept has received a boost from a study by the RAND Corporation that suggests that specialized focus or theme schools would probably be best for most students. This paper examines the nature of such schools, their rationale, and their track records. A focus school has a clear, coherent mission, with a commitment both to character and academic development. It features a core of shared content and experiences and emphasizes the reciprocal responsibilities of students and adults, as it stresses student outcomes. Important characteristics of a focus school are identified as (1) having a breadth sufficient to articulate a full school program; (2) demonstrating real directive significance; (3) emphasizing logical coherence in the theme; and (4) possessing real transformative power. (Contains 59 references.) (SLD)

Entrance Examinations; Course Selection (Students); Grades (Scholastic); High Schools; *High School Students; Standardized Tests; *Test Results
IDENTIFIERS- *ACT Assessment; Composite Scores; *Retesting

This paper is concerned with typical changes in scores on the American College Testing Program Assessment (ACT) between students' first and second testing. Analyses were based on data from a sample of students who tested twice between 1989 and 1992. Scores of twice-tested females, males, blacks, whites, and students who were tested on particular national test dates were also studied, for a total of 10,184 students. On average, students' Composite scores increased by 0.8 scale score units from first to second testing. About one-third increased by two or more units, and about one-fifth declined. Given the same initial test scores, males were slightly more likely to earn a higher second score than were females, and students who tested late in the junior year of high school and again early in the senior year were more likely to earn a higher second score than were those who tested after October 1 of the senior year. Other variables considered for their relationships to retest scores were high school coursework and rank, both of which were significant predictors. Results suggest that students can improve ACT Assessment scores through coursework in ACT-tested areas and by earning high grades. Three tables and five figures are included. (Contains 4 references.) (SLD)

ED 377 208   TM 022 365

Diploma Examinations Program. 1992-93 School Year. Annual Report.
PUB DATE- 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Annual Reports; English; Ethnic Groups; Foreign Countries; French; Grade 12; *Graduation Requirements; High School Graduates; High Schools; *High School Students; Mathematics; Sciences; Sex Differences; Social Studies; *Standards; *State Programs; *Testing Programs; Writing (Composition)
IDENTIFIERS- *Alberta; *Alberta Grade Twelve Diploma Examinations; Canada

This annual report presents data for the entire province of Alberta (Canada) for the 1992-93 school year, combining the January, June, and August examinations. Results are also summarized by gender, population subgroup, and achievement-over-time. The Grade 12 Diploma Examinations Program, established in 1984, has three main purposes: (1) to certify the level of individual student achievement in selected grade-12 courses; (2) to ensure that province-wide standards of achievement are maintained; and (3) to report individual and group results. Eight grade-12 courses in English, French, social studies, mathematics, and the sciences have Diploma examinations. In 1992-93 the number of students taking examinations continued to increase. Over 90% achieved the acceptable standard in each course except for the mathematics course. Over 20% of science students achieved the standard of excellence. Graduating students spell quite well, but have problems with syntax and semantics. Results are summarized in 29 tables and 33 figures. Four appendixes describe the examination development process, test interpretation, and distribution of marks, and contain the report questionnaire. (SLD)

Control Groups; Imagery; Individual Differences; *Knowledge Level; Learning; *Military Personnel; Regression (Statistics); *Visualization
IDENTIFIERS- *Accretion; Air Force; *Semantic Elaboration; Trigram Analysis

In this study, the relationships between simple learning by accretion and various cognitive ability variables were explored. Computerized tests of five sources of individual differences were administered to a sample of 714 Air Force recruits, along with a trigram-English word paired-associate task, which was presented as a foreign language vocabulary learning task. Subjects were assigned at random to one of three groups: control, semantic elaboration, or interactive imagery. Subjects in the semantic elaboration group were instructed to generate sentences to link the trigram and the word in a memorable way. Subjects in the interactive imagery group were given the additional instruction of visualizing the generated sentence. Trigrams (CVCs) varied in meaningfulness across the two lists of eights pairs in the task. Results showed that meaningfulness and strategy had the expected main effects on learning and that strategy interacted with verbal knowledge in initial learning so that learners with more knowledge benefitted more than learners with less knowledge. Regression analyses showed that a representative measure from each proposed source made a significant unique contribution to the explained variance in paired-associate learning. Contains four figures and one table. (Contains 61 references.) (Author)

ED 377 231 TM 022 407

High School Graduates, 1991. A Survey.
PUB DATE- Aug 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; College Bound Students; *Counties; *Educational Attainment; Educational Planning; Employment Statistics; *Expectation; *High School Graduates; High Schools; *Labor Market; Noncollege Bound Students; Private Schools; Public Schools; Surveys; Tables (Data)
IDENTIFIERS- *Tennessee

Statistical information is presented regarding high school graduates in Tennessee. Data are presented in a state summary table that includes numbers of schools and of graduates, number of students continuing education, and the percentage of students continuing education. The state table is followed by tables for the 95 counties presented alphabetically. The information is based on a survey of public and accredited private schools that enroll high school students. About 7% of graduates attended private schools. Of this group, approximately 94.4% expected to continue their education, while approximately 58.8% of public school graduates expected to continue. More urban than rural students expected to continue. Dropout figures as counted by many schools might include students who transferred to other schools. Population figures noted are preliminary 1990 census estimates. An appendix lists the 1990 labor force estimates by county. (SLD)

ED 377 232 TM 022 408

High School Graduates in Tennessee, 1992. A Survey.
PUB DATE- Jul 92

PUB DATE- 91
NOTE- 43p.; Some pages contain light, broken type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Curriculum Development; *Educational Assessment; Elementary Secondary Education; Field Tests; High School Graduates; Instructional Effectiveness; *Minimum Competency Testing; School Districts; *State Programs; *Testing Programs; *Test Use
IDENTIFIERS- High Stakes Tests; *Maryland; *Pennsylvania; Testing Effects

Effects of assessment on curriculum and instruction were studied in an investigation that considered local educators' reactions to statewide minimum competency testing, the instructional effects of implementing these tests, and variations within each state. The two states examined were Pennsylvania, a low-stakes situation with relatively minor consequences for the student, and Maryland, a high-stakes situation where high school graduation depends on passing the tests. Pennsylvania students were tested in grades 3, 5, and 8, while Maryland students were tested beginning in grade 9. Fieldwork was conducted in six sites in each state, and over 250 local educators and students were interviewed. A survey completed by 277 of 501 Pennsylvania districts and 23 of 24 Maryland districts provided additional information. The impact of the testing program was far greater in the high-stakes situation, and this impact seemed positive as long as the districts were not under too much pressure. Both positive and negative consequences are discussed. Five tables present study findings. (Contains 14 references.) (SLD)

ED 377 252 TM 022 566

Hunt, E. Stephen
Mapping the World of Education: The Comparative Database System (CDS). Volume One: Overview, Description, and Coding Structure.
PUB DATE- Sep 94
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Coding; Comparative Analysis; Comparative Education; *Data Analysis; Database Design; *Databases; Data Collection; Doctoral Degrees; Documentation; Elementary Secondary Education; Foreign Countries; *Higher Education; *Postsecondary Education; *User Needs (Information)
IDENTIFIERS- *Comparative Database System; *International Surveys; Mapping; Survey of Earned Doctorates

The Comparative Database System (CDS) provides a means for coding and using data on U.S. and international postsecondary educational activity and behavior. CDS permits education-data users to obtain accurate and reliable comparative data on postsecondary education questions. This document contains a discussion of the development of CDS, a detailed technical description of CDS and its relation to other databases, and advice about its use. CDS was developed as a systematic means for reporting and analyzing data provided by respondents to the Survey of Earned Doctorates (SED), but it can be used whenever comparative and international institutional or individual data need to be organized and analyzed. Section 1 is the overview and description background and development; concepts, definitions, and methodology; and implementation), while Section 2 (half the document) contains the data codes used in gender gap in self-esteem is in the area of competence. The author spent a year with African-American, Latina, and Anglo-American eighth-grade girls in two California schools. Her behind-the-scenes look at their real lives confirms the AAUW findings. Her experiences show that the media and the educational system are shortchanging female adolescents. (Contains 194 references.) (SLD)

ED 377 273 UD 030 201

Schon, Isabel
A Hispanic Heritage, Series IV: A Guide to Juvenile Books about Hispanic People and Cultures.
PUB DATE- 91
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Adolescents; Annotated Bibliographies; Bias; Books; *Childrens Literature; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Foreign Countries; *Hispanic Americans; Reference Materials; *Resource Materials
IDENTIFIERS- *Central America; *Latin America

This book is an aid for teachers and librarians who wish to expose students to Hispanic culture through books written for children and adolescents. The annotated bibliography is arranged into chapters that explore specific countries and cultures and includes one chapter each on Central and Latin America as a whole. The books are listed in alphabetical order by author surname; the annotations describe the content and comment on the bias recognizable in each author's approach to the culture. The 249 annotated entries are also indexed by author, title, and subject. (SLD)

ED 377 274 UD 030 202

Day, Frances Ann
Multicultural Voices in Contemporary Literature. A Resource for Teachers.
PUB DATE- 94
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Artists; *Authors; *Biographies; Books; Cultural Awareness; Cultural Differences; Elementary Secondary Education; Ethnic Groups; Evaluation Criteria; Literature Reviews; *Multicultural Education; Resource Materials; Selection

Intended to be used as a resource guide, this book provides educators with information about writers and artists whose backgrounds and works reflect the diversity of our society. The guide includes 39 authors and illustrators who celebrate their diversity of cultures. These subjects represent a variety of minority and ethnic groups but have in common the recognition

ED 377 209 TM 022 367

Paulson, Pearl R.; Paulson, F. Leon
Portfolios: Stories of Knowing.
PUB DATE- Mar 91
NOTE- 9p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (54th, March 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Knowledge Level; Metaphors; *Portfolio Assessment; Portfolios (Background Materials; *Story Telling; *Student Evaluation
IDENTIFIERS- *Performance Based Evaluation; Reflective Analysis

Portfolios are useful in developing a personal set of rules for good communication and for reflecting on one's performance over time. As a purposeful, interrelated collection of student work the portfolio shows student efforts, progress, and self-reflection. The article uses storytelling as a metaphor to show what portfolios are and what they can do. The Cognitive Model for Assessing Portfolios is described which takes into account the three dimensions of the portfolio: its stakeholders, activities, and history. Stakeholders are the author, publisher, and audience, and activities are what the student has to think about to make the portfolio tell the story. History recognizes the changes that take place during the endeavor. The historical dimension allows the inference that portfolios are chronicles of knowing. Development of the portfolio is like a journey. One figure illustrates the model. (Contains 11 references.) (SLD)

ED 377 210 TM 022 368

Paulson, F. Leon; Paulson, Pearl R.
A Guide for Judging Portfolios.
PUB DATE- May 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Elementary School Students; *Evaluation Methods; Grade 2; Mathematics; Pilot Projects; *Portfolios (Background Materials); Primary Education; *Scoring; Student Evaluation; Test Construction
IDENTIFIERS- *Cognitive Model for Assessing Portfolios; *Performance Based Evaluation; Stakeholders

A theory of portfolio assembly is presented and used to guide analysis of portfolios. Features of a portfolio evaluation approach known as the Cognitive Model for Assessing Portfolios (CMAP) are outlined. This model assumes that portfolios begin as relatively simple collections and gradually grow into complex, articulate stories of knowing. It is a purposeful, integrated collection of student work that shows student effort, progress, and achievement in one or more areas. CMAP is an organizing theory that serves as a lens through which one can view and think about any portfolio. It places the processes associated with portfolios into three major categories of concern: stakeholder, process, and history. A four-stage rubric is presented for evaluating portfolios, corresponding to the

NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; College Bound Students; *Counties; *Educational Attainment; Educational Planning; Employment Statistics; *Expectation; *High School Graduates; High Schools; *Labor Market; Noncollege Bound Students; Private Schools; Public Schools; Surveys; Tables (Data)
IDENTIFIERS- *Tennessee

Statistical information is presented regarding high school graduates in Tennessee. Data are presented in a state summary table that includes numbers of schools and of graduates, number of students continuing education, and the percentage of students continuing education. The state table is followed by tables for the 95 counties presented alphabetically. The information is based on a survey of public and accredited private schools that enroll high school students. Over 7% of graduates attended private schools. Of this group, approximately 95.7% expected to continue their education, while approximately 61.7% of public school graduates expected to continue. The overall percentage of 1992 graduates expecting to continue their educations, 64.3%, is 3.1% higher than that of 1991. More urban than rural students expected to continue. Dropout figures as counted by many schools might include students who transferred to other schools. Population figures noted are preliminary 1990 census estimates. An appendix lists the 1991 labor force estimates by county. (SLD)

ED 377 233 TM 022 409

High School Graduates, 1993. A Survey.
PUB DATE- Oct 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; College Bound Students; Counties; *Educational Attainment; Educational Planning; Employment Statistics; *Expectation; *High School Graduates; High Schools; *Labor Market; Noncollege Bound Students; Private Schools; Public Schools; Surveys; Tables (Data)
IDENTIFIERS- *Tennessee

Statistical information is presented regarding high school graduates in Tennessee. Data of interest to planners, educators, and employers are presented in a county summary table followed by statewide totals and county tables presented alphabetically. Data is presented for numbers of schools and graduates, the number of students continuing education, the 1993 percentage of students continuing education, and the 1992 percentage of students continuing education. The information is based on a survey of public and accredited private schools that enroll high school students. Nearly 8% of graduates attended private schools. Of this group, about 96.2% expected to continue their education, while about 60.8% of public school graduates expected to continue. Almost 77% of graduates from the state's 4 largest counties expected to continue their educations, but only 56.2% from the remaining 91 counties and 4 special schools expected to continue. Dropout figures as counted by many schools might include students who transferred to other schools. (SLD)

CDS (geographical regions, countries, country subdivisions, primary language of instructor, standard program types, institutional types, and standard program completion awards and institutional levels (Contains 245 references.) (SLD)

ED 377 253 TM 022 568

Snyder, Thomas D., Comp.
Digest of Education Statistics, 1994.
PUB DATE- Oct 94
NOTE- 584p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Graduates; Comparative Analysis; Economic Factors; Educational Attainment; Educational Finance; *Educational Trends; *Elementary Secondary Education; Employment Patterns; *Enrollment; Federal Aid; Government Role; Higher Education; High School Graduates; Income; *Institutional Characteristics; International Studies; Labor Force; Libraries; National Surveys; Population Trends; Private Education; Public Education; *Statistical Data; Tables (Data); *Trend Analysis
IDENTIFIERS- *National Center for Education Statistics

This edition is the 30th in a series of publications initiated in 1962. Its primary purpose is to provide a compilation of statistical information covering the broad field of American education from kindergarten through graduate school. The "Digest" includes a selection of data from many sources, and draws especially on the results of surveys and activities of the National Center for Education Statistics (NCES). The publication contains information on a variety of subjects, including: (1) numbers of schools and colleges; (2) numbers of teachers; (3) enrollments; (4) graduates; (5) educational attainment; (6) finances; (7) Federal funds for education; (8) employment and income of graduates; (9) libraries; and (10) international comparisons of education. Supplemental information is provided on population trends, attitudes toward education, educational characteristics of the labor force, government finances, and economic trends. Some information is also given on preschool and adult education. Data are presented in 411 tables, with an additional 20 tables in an appendix. (SLD)

ED 377 254 UD 029 595

Putman, Diana Briton; Noor, Mohamood Cabdi
The Somalis: Their History and Culture. CAL Refugee Fact Sheet Series, No. 9.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- Oct 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; Adjustment (to Environment); *African Culture; African History; Cultural Differences; *Educational Background; Educational Opportunities; Elementary Secondary Education; *Immigrants; *Islamic Culture; *Multicultural Education; *Refugees; Religious Cultural Groups; Sex Role; Social Problems; War
IDENTIFIERS- *Somalia; Somali Americans; Somalis

of cultural differences in their works. Biographical sketches are followed by descriptions of key works that are identified by the age at which the work would be most appropriately used and are supplemented with suggestions for classroom activities based on these works. Six appendixes list additional authors and artists, provide an assessment plan, offer additional activities, provide information about author birthdays and multicultural events, and list 16 additional professional resources. (SLD)

ED 377 275 UD 030 203

Kansas Chapter 1 1992-1993 Evaluation.
PUB DATE- 8 Feb 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Blacks; *Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; Evaluation Methods; Expenditures; Hispanic Americans; Minority Groups; *Program Effectiveness; Program Evaluation; School Districts; *State Programs; Tables (Data)
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988; *Kansas

The 1992-93 analysis of the Kansas Chapter 1 evaluation results is described. In the 1992-93 school year, 100 percent (304) of Kansas districts participated in the Chapter 1 program. Approximately 7 percent of the student population participated in Chapter 1 programs, and 82 percent were in grades 1 through 6. A majority of these students were White (not Hispanic) (69%), but Blacks (18.6 percent), Hispanic Americans (9.6 percent), and other minority groups were also represented. Nearly 64 percent ($24 million) of Chapter 1 funds were spent on reading and language-arts activities, with about $9.8 million spent on mathematics. Expenditures for Chapter 1 summer programs increased in this school year. The statewide evaluation, which was conducted using multiple methods, supports the effectiveness of the Chapter 1 programs in Kansas. The average gains of Kansas students at most grade levels in both reading and mathematics were greater than would have been expected to occur without the intervention of Chapter 1 programs. Eighty-six percent of districts demonstrated gains in reading achievement, and 87 percent showed similar results in mathematics. An enclosure summarizes the evaluation results with 13 graphs. Eighteen tables and three figures present information in the body of the report. (SLD)

ED 377 276 UD 030 204

Brown, Robert S.
A Two-Year Evaluation of the Change Your Future Program at the Toronto Board of Education. 1991-1993. No. 208.
PUB DATE- Oct 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; *Black Students; *Counseling; Dropout Rate; Foreign Countries; Group Membership; *High Risk Students; High Schools; High School Students; *Intervention; Minority Groups; Outcomes of Education; Pilot Projects; Program Evaluation; *Racial Differences; *Student Attitudes

following stages of portfolio growth (1) the off-track portfolio; (2) the emerging portfolio; (3) the on-track portfolio; and (4) the outstanding portfolio. A pilot study involving 42 second-grade mathematics portfolios and 3 raters illustrates application of the model and rubric. Three figures and six tables illustrate the discussion. Contains 26 references. (SLD)

ED 377 211　　　　TM 022 376

Campbell, Todd C.
Factors That Do and Do Not Affect "r" and Its Generalizations.
PUB DATE- Apr 94
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; *Correlation; *Generalization; Scores
IDENTIFIERS- Additive Models; Multiplicative Strategies; *Pearson Product Moment Correlation

Correlation is one of the most widely used analytic procedures in the behavioral sciences. The bivariate correlation is implicit in all classical analyses ranging from t-tests to canonical correlation analysis. The most common correlation coefficient used in statistics is the Pearson product-moment coefficient of correlation, which is represented by the symbol "r." The present paper discusses factors that do and do not affect "r" and its generalizations, including additive and multiplicative constants. Seven tables and 11 figures are included. (Contains 20 references.) (Author)

ED 377 212　　　　TM 022 377

Potter, Ellen F.; And Others
Motivation in the Writing Classroom: Contributions of Goal Theory.
PUB DATE- Apr 94
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Behavior Patterns; Goal Orientation; Grade 5; Grade 6; Grade 10; *High School Students; Intermediate Grades; Interviews; Judges; Secondary Education; *Student Motivation; *Writing Instruction
IDENTIFIERS- *Goal Theory; Self Report Measures

The usefulness of achievement goal theory in explaining motivation in writing classrooms was studied with 14 students interviewed in fifth, sixth, and tenth grades. In the tenth-grade interview, students were asked about their writing experiences and processes. Interview statements were analyzed by three judges regarding mastery and performance goals for writing and responses that revealed students' motivation and volition to write. Achievement goal theory predicted that performance goals would be related to self-reports of low motivation to write and that this would be particularly evident in lower achieving (and presumably less self-confident) writers. Data suggest that although goal orientation does help

ED 377 234 TM 022 495

Corbett, H. Dickson; Wilson, Bruce L.
Unintended and Unwelcome: The Local Impact of State Testing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Policy; Elementary Secondary Education; *Local Issues; *Minimum Competency Testing; Policy Formation; *Program Implementation; School Districts; Standardized Tests; *State Programs; *Testing Programs; Test Results; *Test Use
IDENTIFIERS- High Stakes Tests; *Reform Efforts

This paper summarizes the results of a study of the local consequences of implementing statewide minimum competency tests. For American education to be the best in the world, the use of statewide and nationwide standardized testing as a primary policy tool for stimulating reform must be discontinued. Second, school district responses to such testing generally do not represent improvement and they certainly have not resembled reform. In the third place, this lack of a reform-like response may be interpreted as either a misuse of testing on the part of educators or a misuse of testing as a tool of reform on the part of policymakers. Fourth, testing is misused by policymakers because: (1) measures of student weaknesses are not adequate measures of system weaknesses; (2) uniform measures ignore important differences among districts; and (3) testing policies tend to engender conditions at the local level under which the reform intentions of the policy become unrealizable. Fifth, continued use of testing in educational change requires the recognition that policies must be established at the levels where action is to occur. Educators must do a better job selling education to the public and convincing the public that educational change is a long-term process, not a short-term improvement in test scores. (Contains 35 references.) (SLD)

ED 377 235 TM 022 496

Rossman, Gretchen B.; Wilson, Bruce L.
Numbers and Words Revisited: Being "Shamelessly Eclectic."
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 91
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Educational Research; Evaluation Methods; Literature Reviews; Mathematics Tests; Policy Analysis; *Policy Formation; Public Policy; *Qualitative Research; Research Design; *Research Methodology; Social Science Research; *State Programs
IDENTIFIERS- *Mixed Method Triangulation

This paper offers concrete examples from recent policy research

This booklet is a basic introduction to the people, history, and culture of Somalia. It is designed primarily for service providers and others assisting Somali refugees in their new communities in the United States. Somalis have a long tradition of going abroad to work or study, and today, about 1 million Somalis live scattered around the world. The first Somalis came to the United States in the 1920s, and their numbers increased gradually, with a greater increase in the number of refugees in the 1980s, and a larger number arriving in 1990 as a result of the Somali Civil War. The discussion traces the history of the nation and comments on its land and social structure, as well as gender roles and culture. Before the Colonial Era, Koranic schools provided traditional Islamic education in Somalia. Western-style education came in the Colonial Era, with British and Italian influences predominating. Somali did not exist in a written form until 1972, and Somali than became the language of government and education. Civil war has destroyed much of the educational system, and much of the educational elite has left the country. Many cultural values are similar to American values, but others differ sufficiently that awareness of these differences is a necessity for those working with Somalis in the United States. Information is presented on Somali names and characteristics, and a glossary of common Somali terms is included. (Contains 28 references.) (SLD)

ED 377 255 UD 029 948

Schwartz, Wendy
Anti-Bias and Conflict Resolution Curricula: Theory and Practice. ERIC/CUE Digest No. 97.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 4p.; For a related document, see ED 371 085.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Attitude Change; *Conflict Resolution; Directories; Educational Methods; Elementary School Students; Elementary Secondary Education; Equal Education; Minority Groups; Prevention; Profiles; Program Content; Program Design; *Racial Attitudes; *Racial Bias; Secondary School Students; Selection; Violence
IDENTIFIERS- Diversity (Groups); ERIC Digests

This report is based on information obtained from a survey conducted by the ERIC Clearinghouse on Urban Education and provides a brief overview of the different programmatic approaches to bias reduction and violence prevention. The characteristics of the projects are discussed in terms of their underlying philosophy, the issues covered, training methods used, and the targeted populations. It explains that different philosophies drive these projects, and that, although most training programs deal with all the issues--prejudice, bias, conflict resolution, discrimination reduction, and violence prevention--the emphasis placed on any one issue can greatly vary from program to program. Training methods also vary among programs from interaction between trainer and trainees to sole reliance on scripted programs. Important points in selecting a particular project are to understand that a project's underlying philosophy will significantly influence the target population being trained and that the service packages of the various projects differ as much as their programs do. To make the right match between program and target audience, therefore, IDENTIFIERS- Canada; Focus Groups; *Toronto Board of Education

The Toronto Board of Education's "Change Your Future" program started in spring 1991, targeting at-risk students belonging to racial minorities. The interventions took the form of group meetings and individual counseling by the "Change Your Future" counselor. The program took place in the Toronto Board over 2 school years (1991-1993) but because in each year the program took place in different schools with different students, it was essentially two separate 1-year intervention programs. Evaluation of the first 2 years relied on tracking students to determine dropout and transfer rates, determining grades and credit accumulation, questionnaires from students and teachers, conducting focus groups with program students, and interviews with program contact persons. At-risk factors faced by these students, who are predominantly black, were well-documented. Academic outcomes from the program allow for cautious optimism, with students in year 2 showing greater credit accumulation. Only 9 percent of program students dropped out, compared with 19 percent of nonprogram groups. The transfer rates for program students were also lower. Students' attitudes toward the program, as revealed in questionnaires and focus groups, were generally positive. Teachers in the Year 2 study did not appear knowledgeable of the program and because of this, they could not say to what extent the program made a difference in the student's participation in school. Three tables and one figure illustrate the discussion. (Contains 14 references.) (SLD)

ED 377 277 UD 030 205

Sinclair, Beth; Gutmann, Babette
State Chapter 1 Participation and Achievement Information--1992-93. Summary Report.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 94
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Achievement Gains; Child Neglect; *Compensatory Education; Correctional Institutions; Delinquency; Disadvantaged Youth; Educationally Disadvantaged; Elementary Secondary Education; Language Arts; Mathematics Instruction; Participation; Program Evaluation; Reading Instruction; *State Programs; Tables (Data)
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988

This report summarizes the 1992-93 State Performance Reports for the Chapter 1 Local Education Agency (LEA) program and the Chapter 1 State Agency Neglected or Delinquent Program. The Neglected or Delinquent Program serves youth in state-operated correctional facilities and in facilities for neglected youth. Chapter 1 participation has steadily increased: the 1992-93 level of more than 6.4 million students represents an 8 percent increase over participation in 1991-92. Public and nonpublic student participation was concentrated primarily in the lower grades; participation in the neglected or delinquent program was focused to a greater degree in secondary grades. Nearly three-quarters of participating students received instruction in reading, and nearly half received instruction in mathematics. Among the Chapter 1 students who were tested in reading, average post-test scores were higher than pretest scores at every grade level. The same was true for mathematics and for language arts. Nationally, 22 percent of Chapter 1 explain writing motivation, it is the complex interactive pattern of goals students hold and behaviors they enact that determines achievement outcomes. Findings also suggest that it would be important to identify distinctive types of performance goals in writing, perhaps as related to student conceptions of audience. (Contains 8 references.) (SLD)

ED 377 213 TM 022 378

McKee, Barbara G.; Scherer, Marcia J.
A Formative Evaluation of Two Gallaudet University/Rochester Institute of Technology Courses Offered via Teleconferencing.
PUB DATE- Mar 92
NOTE- 46p.; Original document printed on colored paper, coded to various reading time requirements. For related document, see TM 022 379.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Civil Rights; College Students; *Deafness; *Distance Education; Educational Technology; Formative Evaluation; Higher Education; Mass Media Role; Pilot Projects; *Student Attitudes; *Teaching Methods; *Teleconferencing
IDENTIFIERS- *Gallaudet University DC; *Rochester Institute of Technology NY

Two pilot telecourses were offered in fall 1991 at Rochester Institute of Technology and Gallaudet University. The course "Black Civil Rights in the Twentieth Century" was taught by a Rochester faculty member with a Gallaudet teacher as resource or co-teacher. The other course, "Mass Media and Deaf History," was taught from Gallaudet with a resource teacher at Rochester. Forty-five students completed the civil rights course and 21 completed the deaf/media course. Instructional delivery included captioned videotapes and movies, assigned readings, and class discussions through computer conferencing. Students were interviewed about course effectiveness and completed rating surveys. Students and faculty agreed that the technology was too cumbersome and slow. Students were otherwise divided into those who were generally satisfied and would enroll in such a course again, and those who were not satisfied and missed the regular support of peers and teachers. Recommendations are offered for course improvement. Four appendixes contain the two course surveys and detailed tables of findings. Four tables summarize information in the body of the report. (SLD)

ED 377 214 TM 022 379

Scherer, Marcia J.; McKee, Barbara G.
The Views of Adult Deaf Learners and Institutions Serving Deaf Learners Regarding Distance Learning Cooperative Arrangements with NTID/RIT: The Results of Two Surveys.
SPONS. AGENCY- Department of Education, Washington, DC.; Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.
PUB DATE- Nov 93
NOTE- 37p.; For related document, see TM 022 378.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adults; *Attitudes; Cooperative Programs; *Deafness; Decision Making; Demonstration Programs; *Distance

about how qualitative and quantitative methods can be combined to better address research questions. Using a conceptual framework developed by Rossman and Wilson (1985), later expanded by Greene, Caracelli, and Graham (1989), the paper discusses how the design and analysis phases of research can apply mixed methods to enhance understandings of social phenomena. A purposive sample of 57 mixed-methods evaluation studies was used to test components of the framework. A new typology of mixed-methods purposes is developed that identifies: (1) corroboration; (2) elaboration; (3) development; and (4) initiation. Crossing the four purposes with research design or analysis stages yields a 4 x 2 matrix. Examples of how methods can be effectively combined are drawn from two policy studies that focused on the effects of state policies on local school districts. In both studies a combination of qualitative and quantitative methods was consciously included. Mixed-methods approaches work best when more than one researcher is engaged, when norms of respect and collegiality prevail, and when an attitude of healthy skepticism about both theory and method exists. (Contains 25 references.) (SLD)

ED 377 236 TM 022 497

Buttram, Joan L.
State-Mandated Student Assessment Programs in the Mid-Atlantic Region.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Educational Assessment; Educational Planning; Educational Policy; Educational Practices; Educational Trends; Elementary Secondary Education; Program Descriptions; State Legislation; *State Programs; Test Content; Testing Problems; *Testing Programs; *Test Results; Trend Analysis
IDENTIFIERS- Delaware; District of Columbia; *Mandated Tests; Maryland; New Jersey; Pennsylvania; Research for Better Schools Incorporated; *United States (Mid Atlantic States)

For the past 8 years, Research for Better Schools, Inc. (RBS) has prepared an analysis of state-wide trends in student achievement in the mid-Atlantic states (i.e., Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania). For this year, instead of quantitatively examining trends in student achievement scores, RBS decided to examine current and planned assessment programs in the five jurisdictions it serves from a programmatic perspective. The report summarizes current or planned efforts in the region, with sections describing activities in each of the five jurisdictions. Review of practices, policies, and plans for the area identifies major questions concerning testing. First concerns the purpose of state-mandated programs, second is the issue of test content, and third is the question of test technology or testing methodology. All of these questions must be addressed to ensure the appropriate use of testing in the region. (Contains 15 references.) (SLD)

ED 377 237 TM 022 499

Ingels, Steven J.; And Others

it is important to gain as much detailed information as possible about every aspect of the project. (Contains 4 references.) (GLR)

ED 377 256 UD 030 119

Ascher, Carol
Gaining Control of Violence in the Schools: A View from the Field. ERIC Digest No. 100.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Involvement; Conferences; Crime Prevention; Economically Disadvantaged; Educational Needs; Elementary Secondary Education; Federal Aid; Prevention; Public Schools; School Community Relationship; *School Safety; *School Security; Secondary Education; *Student Behavior; Teacher Student Relationship; *Urban Schools; *Violence
IDENTIFIERS- ERIC Digests; National Education Association

This ERIC digest presents a summary of discussions from urban educators who addressed the issue of school violence at a National Education Association meeting held May 19, 1994. These educators note that American society is steeped in violence, particularly in urban areas, where children experience frustration, helplessness, and anger, and where they more often express that anger in violent ways. Schools in urban areas tend to be large, overburdened, and impoverished, which creates a disconnection between the teacher and student. There is increasing isolation between teachers and their peers, administrators, and the surrounding community. Security forces and metal detectors are making schools small fortresses, creating a feeling of false security, and Federal antiviolence funding is generally too restrictive or duplicative. Ideas for solving this problem include more appropriate in-service and long-term, preprofessional training not only for teachers but for virtually all school employees. Prevention programs must foster mutual respect among students and school staff. There must also be an expanded role for guidance counselors, greater involvement of parents, and an increased awareness of the posttraumatic effects on children who witness violence. Finally, planning for safe schools must involve school staff, parents, and representatives from community groups and agencies. (GLR)

ED 377 257 UD 030 120

Schwartz, Wendy
Improving the School Experience for Gay, Lesbian, and Bisexual Students. ERIC Digest No. 101.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Curriculum Development; Educational Environment; Educational Legislation; *Equal Protection; High Schools;

schools were identified for program improvement in 1992-93 because students in those programs showed no change or a decline in the aggregate achievement scores during the year. Program results are displayed in 51 tables and 14 figures. Five appendixes provide supplemental technical and methodological information. (SLD)

ED 377 278 UD 030 206

Jones, Russell W.
A New Model for School Accountability: The Urban District Assessment Consortium.
PUB DATE- Aug 94
NOTE- 37p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Cooperation; Culture Fair Tests; *Educational Assessment; Elementary Secondary Education; Mathematics Instruction; Models; Reading Instruction; *School Districts; Standardized Tests; Test Bias; Test Construction; Test Items; *Urban Schools; Writing (Composition)
IDENTIFIERS- Authentic Assessment; Open Ended Questions; *Performance Based Evaluation

This document contains a brief overview and introduction to the Urban District Assessment Consortium (UDAC), sample performance items with student responses, and sample open-ended items with student responses. The UDAC is a multiyear cooperative effort that is comprised of 11 major urban school districts across the United States and the Center for the Study of Testing, Evaluation, and Educational Policy at Boston College (Massachusetts). The goal of the UDAC is to develop and disseminate authentic-assessment instruments as alternatives to the traditional standardized tests for school-accountability purposes. The UDAC is based on the belief that the relation between classroom instruction and accountability assessment should be an integrative one. The UDAC's instruments, which include open-ended and performance-based tests in reading, writing, mathematics, and science for grades 4 and 8, have been developed to reflect emerging national standards in each of these areas. The UDAC assessments are racially, ethnically, and linguistically inclusive, and are offered in English and Spanish to accommodate the language needs of the greatest number of urban students. Appendix 1 contains sample performance-based test items and student responses, and Appendix 2 contains sample open-ended test items and student responses. (Contains 3 references.) (SLD)

ED 377 279 UD 030 207

Hoeweler, Fred C.; And Others
Promoting Social Competence among Low-Income Urban Appalachian Adolescents.
SPONS. AGENCY- Ohio Board of Regents, Columbus.
PUB DATE- Mar 93
NOTE- 24p.; Paper presented at the Annual Meeting of the Appalachian Studies Conference (Johnson City, TN, March 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

Education; Educational Planning; Graduate Surveys; Higher Education; Institutional Characteristics; *Telecourses
IDENTIFIERS- Rochester Institute of Technology NY

To inform decision-making regarding distance learning courses and options, two surveys were conducted in 1993. One, completed by 288 secondary and postsecondary institutions serving deaf learners, asked about interest in course offerings by the National Technical Institute for the Deaf and Rochester Institute of Technology (NTID/RIT). The other, completed by 74 NTID alumni (about 16% of those contacted), investigated their knowledge of technology and interest in NTID/RIT distance courses. Survey findings suggest that initial efforts at marketing courses should focus on postsecondary institutions, on graduates who have been out of school for more than 10 years, and who have not obtained a bachelor's degree. Establishment of a few demonstration sites is recommended to build interest, since overall survey response rates were low. Four appendixes include the survey questionnaires. Fourteen tables present survey findings. (Contains 12 references.) (SLD)

ED 377 215 TM 022 380

Wilson, Linda D.
A Theoretical Framework Linking Beliefs with Assessment Practices in School Mathematics: Assessment Reforms in Search of a Theory.
SPONS. AGENCY- National Center for Research in Mathematical Sciences Education, Madison, WI.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Constructivism (Learning); *Educational Assessment; Educational Change; Educational Practices; Educational Theories; Elementary Secondary Education; *Mathematics Achievement; *Standards
IDENTIFIERS- National Council of Teachers of Mathematics; *Reform Efforts; *Standard Setting

There is widespread agreement that theories of teaching, learning, and assessment should be consistent with a certain theory of learning, whether it be constructivism or some other theory. This paper describes the creation and development of the working draft of the assessment standards for school mathematics published by the National Council of Teachers of Mathematics. Examination of this document shows that, although constructivism may be the current buzzword in mathematics education, those leading the effort to reform mathematics instruction are not necessarily aligned with that theory. It is further argued that, while consistency may be a laudable goal, it may not be a practical one. As a document, the Assessment Standards is neither constructivist or nonconstructivist. The draft was written by 22 different people in 3 working groups, and, as such, represents a compromise. (Contains 19 references.) (SLD)

ED 377 216 TM 022 381

Davidson, Bruce W.
Obstacles and Opportunities for Critical Thinking in Japan.
PUB DATE- Jul 94
NOTE- 26p.; Paper presented at the Annual Meeting of the

National Education Longitudinal Study of 1988. Second Follow-Up: Parent Component Data File User's Manual. Contractor Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 340p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Analysis; Data Collection; Elementary Secondary Education; *Followup Studies; Longitudinal Studies; National Surveys; *Parents; Sample Size; *Sampling; *User Needs (Information)
IDENTIFIERS- *National Education Longitudinal Study 1988; User Guides; Weighting (Statistical)

This manual familiarizes data users with the procedures followed for data collection and processing of the second followup parent component of the National Education Longitudinal Study of 1988. It also provides documentation necessary for use of the data file. Chapter 7 and Appendix E in particular contain essential information that allows the user to work with the data. The rest of the manual provides a wide range of information on the design and conduct of the survey. Chapter 1 is an overview of the study, which examined the achievements of students at various grade levels. The parent followup sample consisted of over 17,750 parents or guardians. Chapter 2 contains a general description of data collection instruments. Sample design and weighting are discussed in Chapter 4, while Chapter 5 describes data control. Chapter 6 describes data processing, and Chapter 7 reviews the organization and contents of the file. The 12 appendixes provide background and supplemental information, including a glossary and codebook. Twelve figures and 17 tables present some study data. (SLD)

ED 377 238 TM 022 500

Crehan, Kevin D.; And Others
Introducing Locally Developed Performance Measures into a School Assessment Program.
PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; Curriculum Development; Educational Assessment; Elementary Education; Elementary School Students; *Elementary School Teachers; Interrater Reliability; *Reading Achievement; School Districts; *Scoring; *Test Construction; Test Use; Training
IDENTIFIERS- *Locally Developed Tests; Nevada (Clark County); *Performance Based Evaluation

The Clark County (Nevada) School District introduced performance assessments into its assessment program for grades one through six as part of an effort to bring the assessment program in line with the revised curriculum. To study the effectiveness of these assessments, reading performance assessment results for grades three through five were examined, using about 100

*Homophobia; *Homosexuality; *Lesbianism; *Policy Formation; Public Schools; Secondary Education; Social Support Groups; Staff Development; Student Behavior; *Student Rights; Urban Schools
IDENTIFIERS- ERIC Digests

This ERIC digest discusses meeting the needs of lesbian, gay, bisexual, and transgendered school youth, i.e., supporting their ability to learn while maintaining an environment for them that is free from physical and psychological abuse. It describes the various policy initiatives protecting the rights of lesbian and gay students and indicates that urban schools are now developing programs to help lesbian and gay students feel included and respected. Initiatives include the use of gay and lesbian support groups that can offer services such as counseling, peer support, health information, and referrals; curricula changes that include positive references about gays and lesbians and inclusion of gay studies courses; and appropriate training for school staff that can be delivered by gay service organizations. Special schools geared toward gays and lesbians, such as Harvey Milk High School in New York City, have also been developed. A list of suggestions is provided for districts and schools that want to develop supportive environments for gay and lesbian students without necessarily implementing a full-scale program or adding significantly to their budgets. (Contains 10 references.) (GLR)

ED 377 258 UD 030 182

Palmer, Ezra
Everything You Need To Know about Discrimination. The Need To Know Library. Revised Edition.
PUB DATE- 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Discrimination; Attitudes; Beliefs; *Childrens Literature; *Civil Rights; Concept Formation; Definitions; Ethnic Discrimination; History; *Housing Discrimination; Knowledge Level; *Racial Discrimination; Religious Discrimination; Resource Materials; Self Concept; *Sex Discrimination; *Social Bias; Stereotypes
IDENTIFIERS- Victimization

Prejudice and how it can lead to discrimination is discussed with children as the audience. Discrimination begins with prejudice: the idea that one group is better than another. Although prejudice is morally wrong, it is not illegal, but it can lead to illegal discrimination. Discrimination is discussed with regard to: (1) individual rights; (2) religious and ethnic discrimination; (3) fair housing; (4) stereotypes; (5) the rights of females; (6) painful feelings of difference; and (7) dealing with discrimination. A glossary explains terms used in the discussion. Six resource organizations from which help is available for victims of discrimination are listed. (Contains 5 references.) (SLD)

ED 377 259 UD 030 183

Feagin, Joe R.; Sikes, Melvin P.
Living with Racism: The Black Middle-Class Experience.
PUB DATE- 94

DESCRIPTORS- Adolescents; At Risk Persons; Behavior Modification; Cognitive Restructuring; Conflict Resolution; Coping; *Daily Living Skills; *Experiential Learning; *Interpersonal Competence; *Low Income Groups; Nontraditional Education; Outdoor Education; Peer Relationship; Peer Teaching; Prevention; Training; *Urban Youth
IDENTIFIERS- Appalachia; *Appalachian People; Belongingness; Ohio (Cincinnati)

This paper describes a multifaceted, cognitive-behavioral life-skills training program that is directed toward low-income urban Appalachian youth in Cincinnati (Ohio) who are at high risk for substance abuse and related negative behaviors. The program is intended to promote the development of effective prosocial coping skills and strategies and to increase feelings of attachment in participants toward their communities. The Appalachian Life Skills Program incorporates many strategies found to be effective in previous research. It endeavors to combine significant elements of peer programs and alternative-education programs to enhance behavioral outcomes as well as social-skills development. Interpersonal problem solving and social-skills training are combined with outdoor challenges of the Outward Bound type for training in experiential coping. Early and informal evaluations have demonstrated that the program is well-received and is associated with positive attitudes among participants. A case illustration shows the program in action for one 13-year-old boy. (Contains 23 references.) (SLD)

ED 377 280 UD 030 208

Pollock, Jack
Chapter 2 Grade One Teacher Training Program. 1992-93. Final Evaluation Report.
PUB DATE- 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Community Involvement; Elementary School Students; *Elementary School Teachers; Evaluation Methods; *Grade 1; *Inservice Teacher Education; Instructional Effectiveness; Prevention; Primary Education; *Professional Development; Program Evaluation; *Reading Attitudes; Reading Habits; *Teacher Education; Test Results; Young Children
IDENTIFIERS- Columbus Public Schools OH

The 1992-93 Grade One Teacher Training Program was designed to provide first-grade classroom teachers an opportunity to increase the effectiveness of their initial instruction and first line of intervention so as to reduce the number of pupils needing a second level of intervention, such as the Reading Recovery or Early Literacy intervention programs. All grade-one teachers were given the opportunity to attend a series of 11 inservice sessions throughout the year on topics related to instruction and intervention. Teachers were also given professional instructional materials. A third component provided community residents with suggestions for reading activities to use with young children. Data on the program were collected in the areas of reading-performance achievement, standardized-test achievement, teacher instructional-technique information, and community literacy awareness and involvement. The responses of 144 teachers, test results for 2,558 students, and information from 171 community residents suggested that the program, although falling short of its designated desired

International Conference on Critical Thinking and Educational Reform (14th, Sonoma, CA, July 31-August 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; *Cultural Differences; *Educational Change; Elementary Secondary Education; Foreign Countries; *Ideology; Political Influences; Thinking Skills; *Traditionalism
IDENTIFIERS- *Japan

Paradoxically, Japan presents both a difficult and promising setting for the advancement of critical thinking skills. One deep-rooted obstacle stems from anti-rational ideological traditions and prejudices. Another comes from the rigidly hierarchical, conformist nature of Japanese society, which does not encourage divergent opinions or their expression. Probably most significant are the impediments created by the educational system, based as it is on rote-memorization entrance examinations and controlled in many respects by the recalcitrant Education Ministry. On the other hand, reasons for optimism can be seen in the basic rationality of the Japanese people, recent moves to reform the education system and promote reasoning, and the responsiveness of students to a critical thinking approach. Conclusions based on personal experience and research to assess the prospects for critical thinking in Japan are presented. (Contains 21 references.) (Author)

ED 377 217 TM 022 385

Hutchinson, Susan R.
The Stability of Post Hoc Model Modifications in Covariance Structure Models.
PUB DATE- Apr 94
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Simulation; Models; Monte Carlo Methods; *Reliability; *Sample Size; Statistical Analysis; Statistical Studies
IDENTIFIERS- Confirmatory Factor Analysis; *Covariance Structure Models; *Post Hoc Methods; Specification Error; Stopping Rules

The work of R. MacCallum et al. (1992) was extended by examining chance modifications through a Monte Carlo simulation. The stability of post hoc model modifications was examined under varying sample size, model complexity, and severity of misspecification using 2- and 4-factor oblique confirmatory factor analysis (CFA) models with four and eight secondary loadings respectively and four levels of misspecification. Sample sizes were 200, 400, 800, and 1,200. Results in terms of recovery of population models partially support findings by MacCallum that more severe levels of misspecification result in less successful searches. The study also supports the sample size effect found by MacCallum, in which larger samples tend to result in greater recovery of the population models. Some evidence was found of differences due to model complexity, with model modifications somewhat more stable in the 4-factor model. An alternative to the number of modifications or overall nonsignificance as stopping criteria might be inspection of the modification indexes for a distinctive drop in successive students per grade at 11 representative schools. Assessments consisted of a short story at grades two and three and an informative text at grades four and five with questions that required students to respond in some substantive manner. Eighteen teachers from nine schools were chosen and trained as raters. Results suggest that the amount of training has an effect on rater agreement, with higher consensus after the third training session. Consensus was also greater after morning sessions than afternoon ones, suggesting an effect for fatigue. The cost of scoring these assessments was high, based on rater time, but not including the cost of training. Experience, so far, indicates that local development of a high-quality performance assessment is a formidable and expensive undertaking. It has yet to be determined if the costs are justified by the benefits. Three tables present study findings. (Contains 10 references.) (SLD)

ED 377 239 TM 022 501

Hou, Jack W.
Class Size and Determinants of Learning Effectiveness.
PUB DATE- Apr 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Class Size; *College Students; Comparative Analysis; *Economics; Females; Higher Education; High Schools; *Learning; Males; Questionnaires; Regression (Statistics); *Sex Differences

Based on the comparison of a regular-sized (n=25) and an oversized (n=54) class of college students taught by the same instructor, significant superior performance was found in favor of the large class. This disparity persisted even when a switching regression model (with endogenous switching) was performed. Only 39% of the learning disparity can be explained by characteristics of the student, including a 29.5% performance gap that is attributed to the potential "overachiever" trait of small class students. In addition, it was found that overall grade point average and performances in previous college economics courses did not have any significant impact on the students' current scores. Contrary to most of the findings in recent literature, high school economic education did not have any positive impact on the students' performance. In fact, it had a slightly negative effect. No evidence of gender difference was found for the large class, but a fairly significant lower performance was found for females in the small class. The student questionnaire is attached. Three tables are included. (Contains 28 references.) (Author/SLD)

ED 377 240 TM 022 502

Capela, Stanley
Using Program Evaluation To Affect Positive Change in Program Performance.
PUB DATE- Oct 93
NOTE- 11p.; Paper presented at the Annual Meeting of the Society for Applied Sociology (St. Louis, MO, October 16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption; Case Studies; *Change; Child Welfare;

NOTE- 412p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blacks; Cultural Context; *Educationally Disadvantaged; Elementary Secondary Education; Higher Education; Housing; Interviews; *Middle Class; Public Schools; *Racial Discrimination; Social Bias; *Social Problems; *Stereotypes; Urban Areas; Urban Problems
IDENTIFIERS- *African Americans

Interviews with 209 African Americans in a number of United States cities are the basis for a discussion of the black middle-class experience. Although middle-class African Americans appear to have secured the promises of the American dream, conversations make it apparent that they have experienced discrimination and hatred from Whites. The chapters are: "The Continuing Significance of Racism"; "Navigating Public Places"; "Seeking a Good Education"; "Navigating the Middle-Class Workplace"; "Building a Business"; "Seeking a Good Home and Neighborhood"; "Contending with Everyday Discrimination: Effects and Strategies"; "Changing the Color Line: The Future of U.S. Racism." The book concludes with notes and an index. Of particular interest is Chapter 3, "Seeking a Good Education." There is not much information on the character and breadth of discrimination faced by black youth in schools and colleges, but some studies are suggestive. In spite of housing laws banning discrimination, U.S. cities remain bastions of racial segregation, and public schools in the cities may not be as well-equipped or staffed as those in white suburban areas. Elementary and secondary curricula often present obstacles to black students, and stereotyping is commonplace. In higher education, the situation is no better, and discrimination is subtly embedded in the values and patterns of traditionally white colleges. Indeed, instructors often seem to make the educational agendas of black students more difficult. In education, as in American life as a whole, discrimination is a process that shapes the lives of African Americans. (SLD)

ED 377 260   UD 030 184

Lynch, James
Cultural Diversity and Education for Citizenship: A Challenge for Development Education.
PUB DATE- Sep 94
NOTE- 17p.; Paper presented at the Annual Conference of the British Educational Research Association (Oxford, England, United Kingdom, September 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Bias; *Citizenship Education; Citizenship Responsibility; *Cultural Differences; Democracy; Developed Nations; *Developing Nations; *Economic Development; *Elementary Secondary Education; Epistemology; *Global Approach; Social Problems
IDENTIFIERS- Diversity (Groups)

A case is presented to advance education on citizenship within the culturally diverse societies of the developing world. The neglect of a positive approach to citizenship education in the period surrounding decolonization may have contributed to the fact that so many developing nations find themselves with social, political, and economic difficulties. The challenge has outcomes, had beneficial effects. Two tables present study findings. Recommendations for the 1993-94 program are included. Appendixes A and B contain the questionnaires given to the teachers and the community. (SLD)

ED 377 281 UD 030 209

Reynolds, Joseph E.
Florida's Full Service Schools: A Case Study of Three Oversight Committees.
PUB DATE- Jun 94
NOTE- 43p.; Paper presented at the Annual Joint Conference on School Health and Full Service Schools (2nd, St. Petersburg, FL, June 26-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administration; *Ancillary School Services; *Boards of Education; Case Studies; Comparative Analysis; Cooperation; Counties; *Delivery Systems; Elementary Education; Evaluation Methods; Interviews; *Policy Formation; Program Evaluation; Research Needs
IDENTIFIERS- *Florida; *Full Service School Model; Interorganizational Relationships; Oversight Information Systems

In Florida, the Full Services Schools model has emerged as an alternative to fragmented service delivery because service providers have assumed that children have needs beyond classroom education and that Florida's system of service delivery has failed to meet those needs. The purpose of this multiple-site comparative case study is to describe and examine the governance structures of three full-service-school sites in three Florida counties. The framework is drawn from the theory of A. H. Van de Ven (1976) for assessing the development and maintenance of interorganizational relations. Data were collected through study of documents, site observation, and interviews with 42 selected participants. Differences and similarities in interorganizational relations are identified in the areas of (1) systems-oriented change; (2) membership of the oversight committees; and (3) collaboration, coordination, and cooperation. Recommendations are made for future research and for the development of policy and practice. (Contains 60 references.) (SLD)

ED 377 282 UD 030 210

Fix, Michael; Zimmermann, Wendy
Educating Immigrant Children. Chapter 1 in the Changing City. Urban Institute Report 93-3. A Report of the Immigration Policy Program.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 93
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Compensatory Education; Educationally Disadvantaged; Educational Practices; Elementary Secondary Education; Eligibility; English (Second Language); Ethnic Groups; Federal Programs; *Immigrants; *Limited English Speaking; Poverty; Program Evaluation; School Districts; *Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988; Reform Efforts

values of the maximum modification index. Three tables and two figures present analysis results. (Contains 30 references.) (SLD)

ED 377 218 TM 022 386

Thompson, Bruce; Crowley, Susan
When Classical Measurement Theory Is Insufficient and Generalizability Theory Is Essential.
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the Western Psychological Association (Kailua-Kona, HI, April 30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Cutting Scores; Decision Making; Error of Measurement; *Estimation (Mathematics); *Generalizability Theory; Heuristics; *Measurement Techniques; Scores; Test Reliability; *Test Theory

Most training programs in education and psychology focus on classical test theory techniques for assessing score dependability. This paper discusses generalizability theory and explores its concepts using a small heuristic data set. Generalizability theory subsumes and extends classical test score theory. It is able to estimate the magnitude of multiple sources of error simultaneously, unlike classical theory, which enables only a single source of error to be considered at one time. Generalizability theory forces us to see that it is scores, not the tests themselves, that are reliable. Generalizability studies are the initial round of analyses that generate variance components for the sources of error in the study. Design studies use these variance components to answer questions about alternative measurement protocols. Generalizability analyses distinguish between decisions made in the context of cutoff scores (absolute decisions) and those that consider relative standing. An example involving 10 people who have taken a 4-item test each of 3 times illustrates application of generalizability theory. Six tables and two figures present details of the analysis. (Contains 11 references.) (SLD)

ED 377 219 TM 022 388

Hambleton, Ronald K.; Cadman, Sharon F.
NAEP State Reports in Mathematics: Valuable Information for Monitoring Education Reform.
PUB DATE- Apr 94
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; *Educational Change; Elementary Secondary Education; *Evaluation Utilization; Information Utilization; *Mathematics Achievement; National Surveys; *Policy Formation; *Standards
IDENTIFIERS- Massachusetts; *National Assessment of Educational Progress; *Reform Efforts

The National Assessment of Educational Progress (NAEP), a congressionally mandated national assessment program, can provide valuable data to educational policy makers in

*Evaluation Methods; Evaluation Utilization; Foster Care; Human Services; *Organizational Objectives; *Performance; *Program Evaluation

IDENTIFIERS- *HeartShare Human Services; New York (New York); Permanency Planning (Foster Care)

This paper is a case study about the role of evaluation and its effect on a foster care program's adoption services. It presents examples of the dilemmas often faced by the evaluator who must identify problems and design action plans to correct program deficiencies. HeartShare Human Services of New York is an 80-year-old nonprofit agency that provides foster care among its other services. The program is committed to developing permanency plans, including arranging adoption when possible. The Child Welfare Administration (CWA) of New York (New York) has evaluated the program's performance over time. In 1991 CWA developed a new system for assessing performance that weighted milestones in the adoption process and established a target of completing at least 50% of adoptions within 27 months. The inability of the program to meet the new goals and changes to the adoption assessment system resulted in several organizational changes to improve performance and ensure that information flowed more smoothly within the agency. Program evaluation, as the case study illustrates, resulted in improved performance in this social services program. (SLD)

ED 377 241   TM 022 503

Paulson, F. Leon; Paulson, Pearl R.

Student-Led Portfolio Conferences.

PUB DATE- Aug 94

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; *Educational Assessment; Elementary Secondary Education; Parent Child Relationship; *Parent Teacher Conferences; *Portfolio Assessment; Portfolios (Background Materials); *Report Cards; Student Evaluation; Student Motivation

IDENTIFIERS- Oregon; *Performance Based Evaluation; *Student Led Activities

In at least one Oregon school system, student-led conferences have begun to replace traditional report cards. When conferences are well done, parents believe they have learned more about their child's learning and progress than they would through a traditional report card. There is an important additional benefit in that students can rise to the occasion and take charge of their own learning in important ways. A successful student-led conference is the culmination of careful planning and preparation that involves explaining the concept to teachers, students, and parents. The experience of the Touchstone Learning Center in Lake Oswego (Oregon) illustrates the successful use of student-led conferences at the kindergarten level, with student groups rotating through stations demonstrating activities and materials. Experiences of other Oregon schools demonstrate that the conferences are not difficult to manage, and that they have beneficial motivational impact on students, who are eager to present their portfolios to parents and to other interested people. Appendixes present an organizing chart and a description of portfolio activities for seventh graders. (Contains 7 references.) (SLD) become more than one of assuring economic development; it has expanded to include the development of democratic citizenship for all. A new epistemology is needed, one that can recognize citizenship objectives in literacy, numeracy, and other existing subjects in the school curriculum. There is an urgent need to expand the concept of citizenship beyond the narrow bounds of family or tribe if citizens are to be prepared for the age of global rights and responsibilities. There are major academic, intellectual, and political problems to overcome before the intensive academic cooperation that could provide the citizenship education needed in developing countries can emerge. The developed world must make solving these problems and advancing citizenship possible for the developing world. (SLD)

ED 377 261 UD 030 185

Roaf, Phoebe A.; And Others
Big Brothers/Big Sisters: A Study of Volunteer Recruitment and Screening.
SPONS. AGENCY- Commonwealth Fund, New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 94
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; Interviews; *Mentors; Minority Groups; *Recruitment; Research Methodology; *Screening Tests; *Selection; Urban Areas; *Volunteers; Volunteer Training
IDENTIFIERS- *Big Brother Big Sister Programs

Since 1988, Public/Private Ventures of Philadelphia (Pennsylvania) has been conducting a series of studies of mentoring programs for at-risk youth. As part of this effort, the recruitment and screening procedures used by Big Brother/Big Sister (BB/BS) agencies were studied in eight cities. Recruitment for the high-profile BB/BS agencies is not as difficult as it is for some programs, but program administrators generally do not recruit as many minority-group volunteers as they would like. A volunteer must complete an application, attend an orientation, pass a criminal-records check, give references, and attend a training session. The personal interview is the centerpiece of the screening process. Across the agencies, fewer than half those who inquired actually initiated the process, and only approximately one-fourth actually were matched with students. Recommendations are made for the improvement of the volunteer-intake process, with special attention to the initial request for information. Five tables and two figures present study information. An appendix describes the study methodology. (Contains 15 references.) (SLD)

ED 377 262 UD 030 187

Jackson, Michelle R.
A New Strategy To Enhance the Empowerment of Inner-City Service Providers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

This report uses national and case-study data to address the degree to which limited-English-proficient (LEP) students are served by Chapter 1 programs. Although nationally the ethnic distribution of Chapter 1 funds has paralleled trends in the child-poverty population, there is great variation at the state and school-district level in the proportions of LEP children served. In some districts it is mistakenly believed that bilingual or English-as-a-Second-Language instruction is a substitute for Chapter 1 education. In addition, few districts have the capacity to test academic achievement in languages other than English, or, to a lesser extent, Spanish. Native students have not been displaced by immigrant students, but inclusion of both along with other factors may have served to reduce per-pupil allocations of Chapter 1 funds. The following recommendations are made for the reform of Chapter 1: (1) clarify eligibility; (2) expand the federal role in developing assessments in native languages; (3) concentrate funding in disadvantaged areas; (4) update Chapter 1 poverty data more frequently; and (5) monitor services and outcomes for LEP students. Four figures and 24 tables present study findings and other data. An appendix profiles some urban districts. (Contains 35 references.) (SLD)

ED 377 283   UD 030 211

Those of Broader Vision. An African-American Perspective on Teenage Pregnancy and Parenting.
PUB DATE- 90
NOTE- 25p.; Page 4 may not reproduce well due to marginal legibility.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Black Attitudes; *Blacks; Conservatism; Early Parenthood; Family Planning; *Fathers; *One Parent Family; *Parent Participation; Parent Role; Parents; *Pregnancy; Prevention; Self Destructive Behavior; Sex Differences
IDENTIFIERS- *African Americans; Consequences

The most devastating effects of teenage pregnancy are felt among African Americans because of the disproportionate number of adolescent unmarried females in this community who get pregnant and give birth each year. Aspects of this problem are discussed as they relate to the African-American community. Historical antecedents of the problem are traced, including the trend towards reduced services for teen parents. Studies have suggested that parental involvement in the lives of their teenagers is the most critical factor in the prevention of teen pregnancy. Little attention was originally given to the behavior of young males, but a growing body of literature shows that most men who father the children of adolescent mothers are not themselves teenagers. In addition, fathering without marriage is not associated with socially deviant behavior among African-American males, which suggests that fathering without marriage may become a normative behavior. African-American attitudes toward family planning are also a factor in teenage pregnancy. In the 1960s, black activists were openly hostile to family planning and argued that the use of birth control was genocidal. Although this attitude did not represent black views generally, its resonance is still heard when discussing the use of birth control, particularly by unmarried adolescents. Recommendations are made for addressing the teen-pregnancy problem. Footnotes contain 10 references. (SLD)

Massachusetts and other New England states concerning the status of their educational reform initiatives and performance standards. The three purposes of this paper are: (1) to describe the NAEP and its goals and structure, (2) to present some of the results of the 1992 Mathematics NAEP Assessment as an example of the utility of this national assessment program, and (3) to highlight ways in which background data collected by the NAEP can be helpful in interpreting assessment results and monitoring educational reform. Massachusetts and other New England states aspire to have performance standards that approximate national and international standards of excellence. The NAEP provides an excellent database to influence the standard-setting process, and therefore should be of considerable interest to policy makers who are serious about setting meaningful performance standards and monitoring the quality of educational progress. Includes 10 tables. (Contains 5 references.) (Author)

ED 377 220   TM 022 389

Eisenhart, Margaret
Situated Science Learning at Work: Social Organization and Identity in a Non-Profit Conservation Corporation. Draft.
PUB DATE- Apr 94
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conservation (Environment); Ethnography; *Knowledge Level; Nonprofit Organizations; *Sciences; Scientists; *Social Organizations
IDENTIFIERS- *Identity Formation; Newcomers; *Situated Learning

In "Situated Learning" (1991) Jean Lave and Etienne Wenger argue that mature identities motivate learning and that the image of master practitioners leads the social organization of learning opportunities, goals of newcomers, and relations between newcomers and others in a given community of practice. They further argue that learning is centripetal, that is, a trajectory that coalesces around a central image of mature practitioners in a specific community of practice. To find out about such communities of practice and the identities of thoughtful, reflective practitioners, the office of a nonprofit conservation corporation employing 22 people was studied concentrating on 5 new scientists recently hired. The corporation was quite successful at transforming these new scientists into socially responsible scientists. Responsible use of accurate science is a major component of the mature identity that leads in this organization. Organizational salience is given to the use value of scientific knowledge and to the rapid accumulation of this value by newcomers. In addition, situations call on newcomers to take responsibility for having and using knowledge. One figure illustrates identity formation in the organization. (Contains 3 references.) (SLD)

ED 377 221   TM 022 391

Ruble, Thomas L.; Stout, David E.
A Critical Assessment of Kolb's Learning Style Inventory.
PUB DATE- Jun 94
NOTE- 54p.

ED 377 242 TM 022 505

Walstad, William B.
A National Assessment of Economic Knowledge and Public Opinion on Economic Issues.
PUB DATE- Nov 93
NOTE- 30p.; Paper presented at the Annual Meeting of the American Evaluation Association (Dallas, TX, November 4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Economics; *Evaluation Methods; *Knowledge Level; Majority Attitudes; National Surveys; Policy Formation; *Political Influences; *Public Opinion; Social Attitudes; Telephone Surveys
IDENTIFIERS- Gallup Organization

Data from a national survey of American economic literacy were used to investigate the relationship between economic knowledge and public opinion on economic issues. The telephone survey data were collected by the Gallup Organization from a sample of 1,005 members of the general public in March 1992. The instrument contained about 46 questions assessing economic knowledge, asking for opinions on economic issues, and seeking information on background characteristics. The American public showed significant deficiencies in their knowledge and awareness of basic economics, correctly answering only 39% of knowledge questions. Nevertheless, respondents had strong opinions about economic issues. Economic illiteracy has the potential to misshape public opinion on economic issues and lead to policies that have negative or perverse effects on the economy and economic institutions. When survey results give only overall responses to a question, the findings may mask the most likely significant differences between informed and uninformed opinions. Economic knowledge may be the most crucial factor determining public opinion. Eight tables present study findings. (Contains 7 references.) (SLD)

ED 377 243 TM 022 509

French, Russell L.; Bobbett, Gordon
An Analysis of State Report Cards on Schools Produced in Eleven Southeastern States.
PUB DATE- Apr 94
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Causal Models; Community Characteristics; Data Analysis; Educational Assessment; Educational Change; Educational Improvement; Elementary Secondary Education; Evaluation Methods; *Institutional Characteristics; *Outcomes of Education; *Report Cards; *State Programs; *Student Characteristics; Student Evaluation
IDENTIFIERS- United States (Southeast)

Report cards on schools have become common in many states, but their contents and formats vary from state to state. A cursory glance suggests that variations may have little to do with presenting data that are valuable for educational improvement and policy formation, but detailed comparisons have been few.

(141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Delivery Systems; Drug Education; *Inner City; *Intervention; *Prevention; Program Descriptions; Program Development; Research Utilization; *Social Services; *Urban Areas; Urban Problems
IDENTIFIERS- *Empowerment; *Service Providers; Strategy Choice

The Prevention Training Institute has been developed to pilot a new strategy to assist inner-city service providers to further recognize and act on their own empowerment. Service providers must have the necessary capacities to incorporate new directions. These include knowledge of the current research, access to resources, and an understanding of how knowledge and resources can be integrated into an existing program. The following five goals of the Prevention Institute constitute an operational definition of empowerment: (1) to educate service providers on current research; (2) to expand the network of providers who are able to develop and train staff; (3) to encourage greater school and community collaboration; (4) to engage in mutual problem solving; and (5) to expand resources and resource-development capabilities. The conceptual framework for such an institute is described, and details of implementation are outlined, with an emphasis on the experience of the first institute sponsored by the Western Regional Center for Drug-Free Schools and Communities. Ten appendixes contain various sample forms and questionnaires used in the institute. (SLD)

ED 377 263   UD 030 188

Dropout and Migration Statistics: District of Columbia Public Schools. School Year 1992-93.
PUB DATE- Jul 94
NOTE- 67p.; For the 1991-92 School Year, see UD 030 189.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; Cohort Analysis; *Dropout Rate; *Dropouts; Educational Mobility; Educational Trends; Minority Groups; Prediction; *Public Schools; School Holding Power; School Statistics; Secondary Education; Student Attrition; Tables (Data); Transfer Students; Trend Analysis; *Urban Schools
IDENTIFIERS- *District of Columbia Public Schools

The annual dropout and migration statistics report of the District of Columbia public schools reflects the guidelines, definitions, and tracking procedures of the District schools. School year 1992-93 was the fourth year of implementation of this project in the D.C. public schools. In school year 1992-93 the total number of dropouts was 2,499, representing 8.24 percent of students at the secondary level. The overall out-migration rate (out-of-city transfers) was 2.81 percent. Both rates reflect a marginal increase in dropout and migration rates over the previous school year. Dropout rates increased slightly for African-American and Asian students and decreased slightly for Hispanic-American students. More males dropped out than females, and the largest proportion (24.81 percent) dropped out while enrolled in grade 10. More than one quarter of students enrolled in alternative schools dropped out, an actual decline from the previous year. A dropout rate of 34.6 percent is projected for the next 4 years for the present ninth-grade cohort. Six tables present dropout statistics. An appendix contains definitions, rates, and lists of schools by city area. (SLD)

ED 377 284 UD 030 212

George, Nelson, Ed.
Stop the Violence: Overcoming Self-Destruction.
PUB DATE- 90
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Adolescents; *Blacks; Crime; Males; Mass Media Effects; Musicians; *Self Destructive Behavior; Social Problems; Social Responsibility; *Urban Areas; Urban Problems; Urban Youth; *Videotape Recordings; *Violence; *Youth Problems
IDENTIFIERS- *Rap Music

The story of the Stop the Violence movement among rap music artists and music industry colleagues is told, along with the story of a video that was produced as part of this initiative. The Stop the Violence project grew out of the reaction to violence among concert goers at a 1987 rap concert on Long Island (New York). Rap musicians have joined projects that are centered around the "Self Destruction" video, which is a rap performance calling for an end to violence and promoting positive action by young people to combat crime. The book contains lyrics, statements by the rappers, statistics about urban violence, letters from young people about their experiences of black-on-black crime, and the story of the Stop the Violence movement. Comments by the artists complement the project. Contains a 32-item reading list prepared by some contributors. (SLD)

ED 377 285 UD 030 213

Analysis of Youth Conference Opinion Survey, 1992.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attitudes; Beliefs; *Blacks; Conferences; Demography; Hispanic Americans; Minority Groups; *Opinions; Peer Relationship; Social Problems; Surveys; *Urban Youth; Violence; *Youth Opportunities; Youth Problems
IDENTIFIERS- *African Americans; Latinos

The National Urban League convened its third annual Youth Conference in San Diego (California) in July 1992. Of the more than 200 young attendees, 137 completed the survey that is the basis of this analysis. It examines the attitudes of young African Americans regarding academic achievement, peer-group relations, and social issues. Demographic characteristics are examined as well. Respondents were nearly evenly distributed in terms of gender, and approximately 54 percent were between the ages of 14 and 16. Approximately 36 percent lived with both parents. The great majority indicated that they knew about safe sex, that they were concerned about violence, and that substantial prejudice against minority groups still exists. Issues that the overwhelming majority considered to be very important for African-American and Latino communities were (1) opportunities for a good education; (2) job training; (3) determination to succeed; (4) understanding culture and heritage; and (5) treating people and family with respect. Close behind these were the importance of high moral values, strong family ties, and creativity. The survey reveals that African-American youth represent one of the most complex and

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Style; *Construct Validity; Learning; *Psychometrics; *Scoring; *Test Reliability; Test Use
IDENTIFIERS- *Learning Style Inventory

This paper reviews and critically evaluates the psychometric properties of Kolb's Learning Style Inventory (LSI). The LSI was developed originally in the 1970s (Kolb, 1976a) and was revised in the 1980s (Kolb, 1985). Although the LSI has been very popular, extensive evidence available in the published literature indicates that both the original and revised versions of the LSI are deficient in reliability and construct validity. It is concluded that the LSI does not provide adequate measures of learning styles and that its use in research should be discontinued. To improve understanding of the learning process, valid instruments are essential. An appendix presents three exhibits containing a learning style gird, a scoring key, and a list of investigations of the LSI. (Contains 86 references.) (Author/SLD)

ED 377 222 TM 022 392

Oshima, T. C.; Davey, T. C.
Evaluation of Procedures for Linking Multidimensional Item Calibrations.
PUB DATE- Apr 94
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Estimation (Mathematics); *Evaluation Methods; Matrices; Simulation; Statistical Distributions; *Test Items
IDENTIFIERS- Calibration; Item Parameters; *Linking Metrics; *Multidimensionality (Tests); Variance (Statistical)

This paper evaluated multidimensional linking procedures with which multidimensional test data from two separate calibrations were put on a common scale. Data were simulated with known ability distributions varying on two factors which made linking necessary: mean vector differences and variance-covariance (v-c) matrix differences. After the calibrations of multidimensional item parameters, blocks of means from item parameter estimates were used to equate the two groups. The linking was effective for mean vector differences. The linking for v-c matrix differences was less effective, but encouraging. Suggestions for future research are provided. Four tables are attached. (Contains 6 references.) (Author)

ED 377 223 TM 022 393

Flowers, Claudia P.; Oshima, T. C.
The Consistency of DIF/DTF across Different Test Administrations: A Multidimensional Perspective.
PUB DATE- Apr 94
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Requests for copies of report cards and explanatory information were made to all Southeastern states, and replies were received from 11 (Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia). Report cards and information were analyzed in the following categories: (1) measures of student performance; (2) student outcomes reported and reporting procedures; (3) levels of outcome data reported; (4) school and community factors reported; and (5) statistical procedures used in the evaluation. Results suggest little commonality among the states in measures, indicators, or procedures. There is little attempt to determine relationships between student/school/community characteristics and student performance, with only a tacit assumption that the characteristics reported influence outcomes. Implications for educational assessment and improvement are discussed. (SLD)

ED 377 244 TM 022 510

Saez Brezmes, Maria J.; Carretero, Antonio J.
Negotiated Program Evaluation in Spain.
PUB DATE- 93
NOTE- 14p.; Paper presented at the Annual Meeting of the American Evaluation Association (Dallas, TX, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Democracy; Educational Assessment; Elementary Secondary Education; European History; *Evaluation Methods; Evaluation Utilization; Foreign Countries; Futures (of Society); *Organizational Effectiveness; Participative Decision Making; *Political Influences; *Professional Development; *Program Evaluation
IDENTIFIERS- *Negotiation Processes; *Spain

A concise overview is provided of the history of evaluation, focusing on educational evaluation, followed by some observations on program evaluation in Spain and possible future developments. Evaluation was a new concept in Spain at the end of the Franco era, at a time when its development was beginning to gain momentum in the United States. The evolution of evaluation in Spain has been conditioned by the political climate and the relationships between central and regional governments, the absence of a participatory tradition, the lack of evaluation specialists, and the need to balance individual and collective rights. The evaluation model that has to be developed in Spain must be fundamentally based on negotiation. Evaluation should be interpreted as a negotiation process that facilitates deeper understanding of all audiences of the object to be evaluated. The challenges in Spain will be to facilitate the professional work of evaluators so that evaluation can contribute to the democratic structure of society and to increase efficiency in organizational functioning by establishing more participatory models. (Contains nine references.) (SLD)

ED 377 245 TM 022 511

Crehan, Kevin D.; And Others
Scaling Performance and Objectively Scored Test Items.
PUB DATE- Apr 93
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).

ED 377 264 UD 030 189

Dropout and Migration Statistics: District of Columbia Public Schools. School Year 1991-92.
PUB DATE- Jul 93
NOTE- 52p.; For the 1992-93 School Year, see UD 030 188.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; Cohort Analysis; *Dropout Rate; *Dropouts; Educational Mobility; Educational Trends; Minority Groups; Prediction; *Public Schools; School Holding Power; School Statistics; Secondary Education; Student Attrition; Tables (Data); Transfer Students; Trend Analysis; *Urban Schools
IDENTIFIERS- *District of Columbia Public Schools

The annual dropout and migration statistics report of the District of Columbia public schools reflects the guidelines, definitions, and tracking procedures of the District schools. School year 1991-92 was the third year of implementation of the present dropout-accounting system. The report contains dropout and migration statistics for student leavers in secondary grades only. The systemwide dropout rate for grades 7-12 was 8.23 percent, which reflected a slight decline from the previous school year. In proportion to their membership totals, Hispanic students had the highest dropout rate and were followed by African Americans, although the 1991-92 figures represent a dramatic decline in the dropout rate for Hispanic students that was due primarily to shifts in the adult-age population of Hispanic students. Male students dropped out at a slightly higher rate than female students. Slightly more than one-quarter of the students were below the legal dropout age. The dropout rate was highest for students in alternative schools. The out-of-city migration rate was 2.04 percent, which represents a slight decline from the previous year. Five tables present rates and statistics. An appendix provides supplemental information on rates and on the individual public schools. (SLD)

ED 377 265 UD 030 190

Baum, Sandra R.
Financial Aid to Low-Income College Students: Its History and Prospects.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Aug 87
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; Academic Achievement; Access to Education; *College Students; Educational Attainment; Educational Finance; *Educational History; Educational Trends; Family Income; *Federal Aid; Government Role; Higher Education; *Low Income Groups; Outcomes of Education; Socioeconomic Status; *Student Financial Aid
IDENTIFIERS- Fairness; High School and Beyond (NCES)

After briefly sketching the history of federal aid programs for higher education, this paper employs the conceptual framework of fairness theory to analyze the extent to which financial limitations appear now to prevent high school seniors from attaining a college education. Using data from the High School and Beyond longitudinal study, this study finds that ability, sophisticated segments of American society. Sixteen tables present survey findings in different areas. (SLD)

ED 377 286   UD 030 214

A Planning Guide for Community Action.
PUB DATE- 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Blacks; *Community Action; Community Programs; *Cooperation; Dropout Programs; Local Issues; *Needs Assessment; *Planning; *Program Development; Resource Allocation; Resource Materials

As an outgrowth of work to establish collaborative relations and to develop strategies for creating, monitoring, evaluating, and improving community programs, this planning guide has been developed to help Urban League chapters and others plan and implement programs for local needs. The guide is organized into the following nine steps: (1) build core support (the initiation); (2) develop your ideas; (3) build community interest in action; (4) reach consensus in action; (5) develop a blueprint for action; (6) sell the program to the larger community; (7) implement the plan; (8) monitor and evaluate the plan; and (9) determine the effectiveness of the plan for action. Steps 5 through 9 include examples from a prototype plan to reduce the dropout rate for black youth. Included with the text are a sample timeline and sample worksheets that show how to map planning and evaluation strategies and record progress. Appendix A contains questions to stimulate discussion, and Appendix B contains a list of possible community resources and the roles they might play in your plan for action. (SLD)

ED 377 287   UD 030 215

African American Male Immersion Schools: Segregation? Separation? Or Innovation?
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Students; Conferences; *Cultural Awareness; Cultural Differences; Educational Innovation; Elementary Secondary Education; Homogeneous Grouping; *Males; Models; *Racial Segregation; *Single Sex Schools; Urban Schools; Videotape Recordings
IDENTIFIERS- *African Americans; *Immersion Instructional Model

This document is the transcript of a videotape recording of a roundtable discussion that was produced with four panelists and a moderator and was intended to provide educators and professionals who work with African-American males an opportunity to explore the background of educational initiatives for black males. These gender- and race-specific academic programs represent efforts to meet the academic and

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethnic Groups; *Item Bias; Mathematics; *Reliability; *Sex Differences; State Programs; *Test Construction; Testing Programs
IDENTIFIERS- *Multidimensionality (Tests)

This study was patterned after a previous study by Skaggs and Lissitz (1992) in which inconsistency of differential item functioning (DIF) was reported across test administrations. They suggested multidimensionality of test data as one possible reason for inconsistency. Therefore, in this study, DIF indices which were developed recently with a multidimensional perspective were included. In addition, the consistency of differential test functioning (DTF) was evaluated. DIF/DTF analyses were conducted for both gender and ethnic differences. Ten random samples of 1,000 examinees from each gender and ethnic category were taken from a math basic skills test which was administered in a statewide testing program in two separate years (1984 and 1987). In general, results indicated a more favorable evaluation of the consistency of DIF indices than the Skaggs and Lissitz study. Possible reasons for conflicting conclusions are discussed. (Contains 18 references and 9 tables.) (Author/SLD)

ED 377 224   TM 022 396

Colorado Adult Literacy Concerns: Colorado County Census Data for the Year 1990. Population, English as a Second Language, Educational Attainment, Labor Force Participation, Poverty Status and Public Assistance Income.
PUB DATE- May 94
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; *Adult Literacy; Adults; *Census Figures; Counties; *Educational Attainment; *English (Second Language); *Labor Force; *Poverty; State Aid; State Programs; Welfare Recipients
IDENTIFIERS- *Colorado

This report displays 1990 U.S. census data for Colorado and each of its 63 counties. Selected characteristics include population, English as a Second Language, educational attainment, labor force participation, poverty status, and public assistance income. Data, which may be useful in examining assumptions made concerning those characteristics, were selected by the Colorado Adult Literacy Commission. For each county, graphs display the respondents' perceptions of their competence in English as a Second Language and their educational attainment. Tables describe the adults in the labor force (persons over age 16), poverty status by age, and public assistance recipients by person and household. (SLD)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Curriculum Based Assessment; Educational Testing; Elementary Education; Elementary School Students; Language Arts; Mathematics Achievement; *Objective Tests; Reading Achievement; *Scaling; Scores; *Scoring; *Test Items
IDENTIFIERS- *Anchor Tests; *Performance Based Evaluation

A strategy is proposed for combining scores from multiple-choice achievement measures with performance assessments. The specific situation discussed involves the revision of a curriculum-based multiple-choice and performance assessment testing program for grades 1 through 6 for a large school district. Reading, language-arts, and mathematics achievement will be assessed at each grade level using multiple-choice tests and at least one performance assessment. Curriculum and assessments were developed locally by teacher task groups. Approximately 48,000 examinees will respond to the multiple-choice tests and complete at least one performance assessment. A scaling test composed of a sample of items from each grade will be constructed and administered to about 300 examinees at each grade level. Multiple-choice tests will be machine scored and about 20% of the performance assessments at each grade level will be scored by trained scorers. The process to develop scaled scores over grade levels and to combine the scores is described in detail. The procedure will attempt to combine common-anchor test design and scaling-test methods. (Contains 10 references.) (SLD)

measured by an achievement test administered as part of the survey, is a stronger determinant of entrance into and completion of a college education than is income. As past research indicated, socioeconomic status plays a strong role in promoting college education, but this paper concludes that income alone is not a major factor in limiting the pursuit of higher education. (Contains 23 references and 12 tables.) (Author)

ED 377 266 UD 030 191

Tienda, Marta
Immigration and Hispanic Educational Attainment: Challenges for the 1990s.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Dec 88
NOTE- 42p.; Revised version of a paper presented at the National University Continuing Education Association Conference (Madison, WI, October 10, 1988).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Census Figures; *Educational Attainment; *Educationally Disadvantaged; Educational Trends; Elementary Secondary Education; Foreign Countries; Futures (of Society); Higher Education; *Hispanic Americans; *Immigrants; *Minority Groups; Outcomes of Education; Trend Analysis
IDENTIFIERS- Hispanic American Students; Mexico; Puerto Rico

This paper documents the trend in the educational attainments of U.S.-born and immigrant Hispanics from 1960 to 1980, using data from the decennial censuses, in an effort to pinpoint sources of convergence and divergence in schooling outcomes. A major question addressed is whether and to what extent persisting educational differentials between Hispanics and other minority groups are sustained by the influx of educationally disadvantaged immigrants. Additional questions explored are (1) how education gaps between native- and foreign-born children are maintained through enrollment differentials; and (2) how age-grade delay leads to failure to complete high school and low rates of college attendance. The data presented, although tentative, do not support claims that immigration from Mexico and South America is a major factor in explaining why Hispanics--Mexicans and Puerto Ricans in particular--are the most educationally disadvantaged minority groups in the United States. (Contains 12 references and 5 figures.) (Author)

ED 377 267 UD 030 192

Cain, Glen G.; Finnie, Ross
The Black-White Difference in Youth Employment: Evidence for Demand-Side Factors.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- Oct 87
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blacks; Census Figures; Demand Occupations; *Economic Factors; Economics; *Employment Patterns; Labor Market; *Males; *Supply and Demand; Urban Areas; *Whites; Young

cultural needs of African-American males. The immersion-school concept is one type of community response to the problems faced by African-American youth, particularly in the cities. The video explores the controversy surrounding these schools, and the recent judicial decisions that have ruled against them or that have caused them to be modified. Panelists examine a model that may strongly affect the positive development of school-age African-American males. Panelists were: (1) Richard J. Brown (moderator); (2) Jacqueline Berrien; (3) Roger L. Green; (4) Walteen Grady Truely; and (5) Michael Webb. (SLD)

ED 377 288 UD 030 216

Sawyer, Donna, Comp.; And Others
Math and Science Model Programs Manual.
PUB DATE- 93
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Black Students; Community Action; Community Organizations; Curriculum Development; Elementary Secondary Education; *Mathematics Instruction; Mentors; Models; Parent Participation; Program Implementation; *Science Instruction; *Student Interests; Tutorial Programs
IDENTIFIERS- *African Americans; Illinois; Urban League

This implementation manual has been developed to describe four model mathematics and science programs designed to increase African-American students' interest in mathematics and science. The manual will help affiliates of the Urban League to mobilize existing community resources to achieve the goals of the national education initiative. The four models described and illustrated in this manual are (1) an academic-assistance program that develops after-school tutorials in the Chicago (Illinois) Urban League Black Churches Program; (2) collaborative efforts by community-based organizations and a school district in the Tri-County (Peoria, Illinois) Urban League's Tommorrow's Scientists, Technicians, and Managers (TSTM) Project; (3) parent involvement and parent education in the Indiana Urban League's Family Math Program; and (4) the use of mathematics and science mentors from the black community in the Quad County (Illinois) Urban League's TSTM Project. Information for each model includes a program description, curriculum-development and curriculum-use training methods, program-evaluation and program-impact analysis, program effectiveness, and program support. Resource materials for each model are included. (SLD)

ED 377 289 UD 030 217

National Directory of African American Male Focused Organizations.
PUB DATE- 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adolescents; *Blacks; Directories; *Dropout Programs; Dropouts; Elementary Secondary Education; Intervention; *Males; Organizations (Groups); Pregnancy; Prevention; Program Descriptions; Program Evaluation; Resource Materials; *Sex Education; *Social Services

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Why Educators Support Self-Determination for Students with Disabilities and Why Families Support Self-Determination for Students with Disabilities.	6p.	L1	ED 376 674

(071) Informational Analyses - ERIC IAPS

Alternative Assessment and Second Language Study: What and Why? ERIC Digest.	4p.	L1	ED 376 695
Anti-Bias and Conflict Resolution Curricula: Theory and Practice. ERIC/CUE Digest No. 97.	4p.	L1	ED 377 255
Assessment and Testing: Myths and Realities. New Directions for Community Colleges, Number 88, Winter 1994.	100p.	L1	ED 376 900
Career Education for Teen Parents. ERIC Digest No. 148.	4p.	L1	ED 376 272
Children at the Center: Implementing the Multiage Classroom.	138p.	L1	ED 376 544
Computer Assisted Writing Instruction. ERIC Digest.	4p.	L1	ED 376 474
Creating and Maintaining a Diverse Faculty. New Directions for Community Colleges, Number 87, Fall 1994.	104p.	L1	ED 376 884
Educating ESL Students for Citizenship in a Democratic Society. ERIC Digest.	4p.	L1	ED 377 138
Employers' Expectations of Vocational Education. ERIC Digest No. 149.	4p.	L1	ED 376 273
Family Literacy and Involving Parents in the Reading Process 1988-1992: Citations and Abstracts from the ERIC Database.			

	116p.	L1	ED 376 796
The Third Curriculum II. Student Activities.	65p.	L2	ED 376 560
Thirteen Questions: Reframing Education's Conversation.	301p.	L3	ED 376 597
Toward an Improved Understanding of the Organizational Nature of Schools: Part 2.	30p.	L1	ED 376 548
Un-rapping the Invisible Man: Black and White Styles in Conflict. A Panel Presentation (including The Conventions of Distance the Effects of Schooling on Style by Michael A. Robinson).	16p.	L1	ED 376 460
Video Cameras in EFL Classrooms: Utilizing the New Technology.	14p.	L1	ED 376 705
What's Right with American Public Education?	13p.	L1	ED 376 596
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Why Our Young Teachers Don't Get Jobs: And What We Can Do about It!	17p.	L1	ED 377 142
Writing Workshop as Carnival: Reflections on an Alternative Learning Environment.	22p.	L1	ED 376 458

(130) Reference Materials - General

Banned in the U.S.A.: A Reference Guide to Book Censorship in Schools and Public Libraries.	251p.	L3	ED 376 832
Changing Education. Resources for Systemic Reform.	386p.	L1	ED 376 588
Creating a School Violence Committee. The WEA Local Leader's Handbook.	26p.	L1	ED 376 581
Everyday Computing in Academe: A Guide for Scholars, Researchers, Students, and Other Academic Users of Personal Computers.	330p.	L3	ED 376 811
Handbook of Educational Technology. Third Edition.	263p.	L3	ED 376 808
Hyper InterActive CAI: Using HyperCard To Develop Computer-Assisted Instruction.			

Using a Networked Mac Lab To Facilitate Learning in Art, Foreign Languages, and English.	30p.	L1	ED 376 893
Using Computer Conferencing Technology To Assist Collaboration between Higher Education Faculty, Student Teachers and K-12 Practitioners.	10p.	L1	ED 377 177
Using the Interdisciplinary Case Study To Transform the Doctoral Program.	19p.	L1	ED 376 595
The VIDEOSHARE Project. Instruction (Manual I) and Classroom Videotaping Guide (Manual II).	75p.	L1	ED 376 653
Warner's Academic Outreach: Origins of the Project.	15p.	L1	ED 376 500
Women's and Community Issues Magazine. Final Report.	51p.	L1	ED 376 368
Worker-Centered Learning: Developing a Basic Skills Curriculum and Materials in a Union-Setting.	129p.	L1	ED 376 369
Writing for Television: Academic Potential Realized: From Course to Program to Major.	12p.	L1	ED 376 499
Writing Workshop as Carnival: Reflections on an Alternative Learning Environment.	22p.	L1	ED 376 458
A Written Recruitment Plan for ABE/Literacy Programs. Final Report.	53p.	L1	ED 376 371

(142) Reports - Evaluative

Ability Measure Equivalence of Computer Adaptive and Pencil and Paper Tests: A Research Synthesis.	25p.	L1	ED 377 228
Academic/Residential Standards Compliance Report, FY 1994. Bureau Funded Academic and Residential School Programs, School Year 1993-94.	73p.	L1	ED 377 001
An Analysis of State Report Cards on Schools Produced in Eleven Southeastern States.	34p.	L1	ED 377 243
Analysis of Youth Conference Opinion Survey, 1992.	32p.	L1	ED 377 285
Assessing Existing Item Bank Depth for Computer Adaptive Testing.	17p.	L1	ED 377 229
Assessment, Equity, and Diversity in Reforming America's Schools. Project 2.5, Analytical Models for Performance and Delivery Standards.	34p.	L1	ED 377 201

	161p.	L1	ED 377 057
The Idiosyncratic Nature of Beginning Teaching: Reaching Clearings by Different Paths.	22p.	L1	ED 377 156
Inservice Education for Interdisciplinary Teamwork: Training and Evaluating Teams.	19p.	L1	ED 376 666
Integrating Technology into Educational Organizations: The Role of Human Resource Development.	39p.	L1	ED 376 569
Introducing Locally Developed Performance Measures into a School Assessment Program.	15p.	L1	ED 377 238
Is a Woman's Place Only in the Classroom?	21p.	L1	ED 376 601
Kids, Schools, & Health--Where Do We Stand? Results of the New Mexico 1991 Youth Risk Behavior and 1992 School Health Surveys.	58p.	L1	ED 376 424
Knowledge and Ability Factors Underlying Simple Learning by Accretion.	35p.	L1	ED 377 230
Language and Understanding.	208p.	L3	ED 376 708
Learning How To Teach: Unpacking a Teacher Educator's Thinking about Pedagogy in Pre-Service Education.	48p.	L1	ED 377 146
Learning through Testing: An Investigation of Cooperative Assessment.	18p.	L1	ED 377 248
Les caracteristiques des apprenantes et des apprenants ages de 15 a 18 ans dans le systeme d'education en langue francaise en Ontario (The Characteristics of Female and Male Students Aged 15 to 18 Years in the French Language Educational System in Ontario).	267p.	L1	ED 376 729
Lessons of a Generation: Education and Work in the Lives of the High School Class of 1972.	309p.	L3	ED 376 767
LIBS 1000: A Credit Course in Library Skills at East Carolina University.	22p.	L1	ED 376 818
Local Accountability Systems: Addressing Perkins Mandates for Special Populations.	103p.	L1	ED 376 313
A Longitudinal Model for Assessing Student Outcomes at a Community College.	32p.	L1	ED 376 908
Low Profile, High Impact: Four Case Studies of High School			

	21p.	L1	ED 376 917
Learning How To Teach: Unpacking a Teacher Educator's Thinking about Pedagogy in Pre-Service Education.	48p.	L1	ED 377 146
Learning through Testing: An Investigation of Cooperative Assessment.	18p.	L1	ED 377 248
Legal Aspects of Teacher Evaluation.	12p.	L1	ED 377 182
Lessons of Exercise Certain Sage '92 at Ft. Riley, KS from an Adult Educator's Perspective.	8p.	L1	ED 376 319
Library and Information Services Policy: A Forum Report (Washington, D.C., September 23-24, 1993).	116p.	L1	ED 376 816
A Longitudinal Model for Assessing Student Outcomes at a Community College.	32p.	L1	ED 376 908
Low Profile, High Impact: Four Case Studies of High School Department Chairs Whose Transactions "Transform" Teachers and Administrators.	43p.	L1	ED 376 604
Lyrical Diversification: The Music Project.	6p.	L1	ED 376 462
Maintenance of the Spanish Language as Reflected by Adolescents of Chilean, Peruvian, and Spanish Background in Sydney.	15p.	L1	ED 376 704
Making a Difference: Women Headteachers' Contribution to Schools As Learning Institutions.	8p.	L1	ED 376 579
Making It Happen: A Study of Women Headteachers of Primary and Secondary Schools in England and Wales.	16p.	L1	ED 376 580
Managing Dilemmas in Education: The Tightrope Walk of Strategic Choice in More Autonomous Institutions.	18p.	L1	ED 376 562
Media Theory: A Framework for Interdisciplinary Conversations.	22p.	L1	ED 376 523
Media, Metaphor and English Language Teaching.	24p.	L1	ED 376 498
The Micropolitical Influence of SES on a Building Principal and the Implementation of School Innovation.	23p.	L1	ED 376 605
A Model for Curriculum-Driven Criterion-Referenced and Norm-Referenced National Examinations for Certification and Selection of Students.	31p.	L1	ED 377 200

User Surveys in ARL Libraries. SPEC Kit 205.
204p. L1 ED 376 834

Uses of Document Delivery Services. SPEC Kit 204.
127p. L1 ED 376 835

Using Young Adult Literature To Promote Recreational Reading in a Senior Basic English Class.
63p. L1 ED 376 497

The Views of Adult Deaf Learners and Institutions Serving Deaf Learners Regarding Distance Learning Cooperative Arrangements with NTID/RIT: The Results of Two Surveys.
37p. L1 ED 377 214

Westport Communications/Writing Magnet Middle School 1990-1991, 1991-1992, 1992-1993. Process/Product Evaluation (Summative).
72p. L1 ED 376 480

Women and Minorities in Alaskan Aviation. Alaskan Equity Publication.
131p. L1 ED 376 270

Working Papers in Educational Linguistics. Volume 10, Number 2.
35p. L1 ED 376 736

(171) Multilingual/Bilingual Materials

Fraz ak Mo Ki Itil Angle-Kreyol Ayisyen = English-Haitian Creole Phrasebook with Useful Wordlist (for Kreyol Speakers).
142p. L1 ED 376 724

Learner Involvement in Community-Based Literacy Programs. A Discussion Paper = L'Implication de l'Apprenant dans les programmes d'alphabetision communautaire.
156p. L1 ED 376 271

Measurable Parameters To Profile Child Development from "Slow and Steady, Get Me Ready--The How-To Book that Grows with the Child = Parametros mensurables para perfilar El Desarrollo Del Nino De "Despacio y constantemente, Preparenme--El Libro de Instrucciones que Crece con el Nino."
24p. L2 ED 376 955

Portage Lake: Memories of an Ojibwe Childhood.
292p. L3 ED 377 021

Slow and Steady, Get Me Ready. The How-To Book That Grows with Your Child = Despacio y constantemente, preparenme. El Libro de Instrucciones que Crece con su Nino(a) Videotape .
p. L3 ED 376 954

	5p.	L2	ED 376 589
Creating and Maintaining a Diverse Faculty. New Directions for Community Colleges, Number 87, Fall 1994.	104p.	L1	ED 376 884
Dispute Resolutions .	14p.	L2	ED 377 124
Doubts & Certainties: A Forum on School Transformation from the NEA National Center for Innovation, Vol 7, No. 2.	9p.	L1	ED 377 193
Elementary Education Newsletter. The Official Publication of the ESOL in Elementary Education Interest Section. Volume 15-16, Summer 1993-Winter 1994.	52p.	L1	ED 376 718
Famous Citizens of Panola County Texas.	65p.	L1	ED 377 107
The Forum. Volume 18, Numbers 1-4.	69p.	L2	ED 376 661
Friends and Neighbors of Gary High School Students .	57p.	L1	ED 377 106
Health and Learning. Coordinators' Notebook: An International Resource for Early Childhood Development.	58p.	L1	ED 376 934
Health Needs of Transition-Aged Youth: Feature Issue of IMPACT.	26p.	L1	ED 376 638
High School Restructuring and Student Achievement. A New Study Finds Strong Links. Issue Report No. 7.	19p.	L1	ED 376 565
How To Run an Effective Fund-Raiser.	5p.	L1	ED 376 612
PASSAGE. "Your Workplace and Job-Skills Information Newsletter." 353 Report.	110p.	L1	ED 376 349
Resources in Education (RIE). Volume 30, Number 4.	p.	L2	ED 376 268
Rural Teachers, Students Learn To Value Diversity.	8p.	L1	ED 377 023
School Law Issue.	69p.	L1	ED 377 126
Science for Young Children. Australian Early Childhood Resource Booklets, No. 1, 1989.	19p.	L1	ED 376 957
Socialising the Superheroes. Australian Early Childhood Resource Booklets, No. 5, 1989.	19p.	L1	ED 376 958
State Revenues and Higher Education Appropriations, 1980-1992.	14p.	L1	ED 376 759

	125p.	L1	ED 376 745
Teaching in the Whole Garden.	69p.	L1	ED 376 975
Teaching Speech Communication from a Critical Thinking Perspective.	10p.	L1	ED 376 521
Tic Tac Toe Math. Instructional Guide.	151p.	L1	ED 376 358
TNT: Teams Need Training.	104p.	L1	ED 376 364
Tools for Tomorrow: Women in the Trades. Trainer's Guide.	191p.	L1	ED 376 300
Topics for Lehigh County Seniors II. Final Report.	297p.	L1	ED 376 365
Transition Time: Student Goals beyond the GED. Final Report.	130p.	L1	ED 376 366
TV Math--Video Training for Tutors.	56p.	L1	ED 376 367
Two-Way Partial Immersion Program, F. S. Key Elementary School. Units of Study--Grades 1-4. Curriculum Guide, Units of Study.	176p.	L1	ED 376 741
Understanding the Judicial Branch of Maryland Government with Classroom Activities and Sample Lesson Plans.	130p.	L1	ED 377 137
Using the Proactive Action Model (PAM) To Enhance Student Inquiry in Social Studies Education: From 1978 to the Dawn of the 21st Century.	33p.	L1	ED 377 113
Validated Competency Task Lists for General Merchandise Retailing, Food Service Management, and Business and Personal Services Marketing.	99p.	L2	ED 376 298
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What About Waste? 4-H Leader's/Teacher's Guide.	28p.	L1	ED 377 026
Women and Minorities in Alaskan Aviation. Alaskan Equity Publication.	131p.	L1	ED 376 270

	16p.	L1	ED 376 445
Focus Schools: A Genre To Consider. Urban Diversity Series No. 106.	61p.	L1	ED 377 293
Gaining Control of Violence in the Schools: A View from the Field. ERIC Digest No. 100.	6p.	L1	ED 377 256
How Can Parents Model Good Listening Skills?	9p.	L1	ED 376 481
Ideas for Integrating Japan into the Curriculum. ERIC Digest.	4p.	L1	ED 377 121
Improving Evaluation in Experiential Education. ERIC Digest.	4p.	L1	ED 376 998
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Instructional Conversations in Native American Classrooms. ERIC Digest.	4p.	L1	ED 376 733
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Language Learning Strategies: An Update. ERIC Digest.	4p.	L1	ED 376 707
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Reading and Children with Dyslexia or Attention Deficit Disorders 1983-1992: Citations and Abstracts from the ERIC Database.	18p.	L1	ED 376 447
Reading Recovery Research, 1986-1992: Citations and Abstracts from the ERIC Database.			

	282p.	L3	ED 376 813
Micronesian Art Historical Research and Library Collection Resources in Micronesia.	9p.	L1	ED 377 132
Preventing and Coping with School Violence. A Resource Manual for Washington School Employees.	40p.	L1	ED 376 576

(131) Reference Materials - Bibliographies

An Annotated Bibliography of Vocabulary-Related Work Produced by the Johnson O'Connor Research Foundation. Technical Report No. 605.	27p.	L1	ED 376 436
Bibliographie Moderner Fremdsprachenunterricht (Bibliography of Modern Language Instruction) 1993.	515p.	L1	ED 376 692
A Bibliography of Floral Design Books for Visual Artists, Teachers of Floral Designing, and Librarians.	181p.	L1	ED 377 131
Birth Order Bibliography and Index: 1976-1993.	99p.	L1	ED 376 385
C.O.L.O.R.: Celebrate Our Love Of Reading. 1994 Florida Library Youth Program.	157p.	L1	ED 376 819
Collective Bargaining in Higher Education and the Professions. Bibliography No. 21.	94p.	L1	ED 376 774
A Core Bibliography of Womanspirit Books and the Ohio Public University Libraries.	43p.	L1	ED 376 842
Disabled Youth in Transition: A Literature Resource. Document #1.	72p.	L2	ED 376 676
Elementary Youth. Alcohol, Tobacco, and Other Drugs Resource Guide.	29p.	L1	ED 376 425
English as a Second Language: Annotated Bibliography of Learning Resources. Early Childhood Services--Grade 12.	183p.	L1	ED 376 728
Family Literacy and Involving Parents in the Reading Process 1988-1992: Citations and Abstracts from the ERIC Database.	16p.	L1	ED 376 445
Focus on Health and Safety in Child Care: MCH Program Interchange.	33p.	L1	ED 376 976
Health Care in Rural America: January 1988 - September 1993. Quick Bibliography Series: QB 94-08. Updates QB 92-13.	92p.	L1	ED 377 004
A Hispanic Heritage, Series IV: A Guide to Juvenile Books about			

Authentic Assessment in Practice: A Collection of Portfolios, Performance Tasks, Exhibitions, and Documentation.	308p.	L1	ED 377 226
Big Brothers/Big Sisters: A Study of Volunteer Recruitment and Screening.	67p.	L2	ED 377 261
The Black-White Difference in Youth Employment: Evidence for Demand-Side Factors.	54p.	L1	ED 377 267
A Case for Assessing Motivation from Learning a Computer-Assisted Instruction.	27p.	L1	ED 376 803
Chapter 2 Grade One Teacher Training Program. 1992-93. Final Evaluation Report.	16p.	L1	ED 377 280
Colorado Adult Literacy Concerns: Colorado County Census Data for the Year 1990. Population, English as a Second Language, Educational Attainment, Labor Force Participation, Poverty Status and Public Assistance Income.	73p.	L1	ED 377 224
Coming Together. Report of the Advisory Committee on the Project "Enhancing Black College Leadership."	66p.	L2	ED 376 775
Comments on Skinner's Definition of Noun and Verb of Hausa.	12p.	L1	ED 376 716
Commission on Educational Excellence for Connecticut. Final Report.	96p.	L2	ED 376 592
Communications and Writing Magnet Elementary Schools 1989-1990, 1990-1991, 1991-1992. Summative Evaluation.	61p.	L1	ED 376 479
A Comparison of Three Linear Polytomous Scoring Methods.	25p.	L1	ED 377 246
The Consistency of DIF/DTF across Different Test Administrations: A Multidimensional Perspective.	39p.	L1	ED 377 223
A Consolidation Model for K-12 Consolidation within Missoula County.	10p.	L1	ED 376 992
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Cultural Diversity and Education for Citizenship: A Challenge			

Department Chairs Whose Transactions "Transform" Teachers and Administrators.	43p.	L1	ED 376 604
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Master Student Study, Fall 1992 Class, Wildwood Campus.	54p.	L1	ED 376 887
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Metacognition and Strategic Use of Computers: A Study of Creative Writing with Grade Four Children.	24p.	L1	ED 376 482
The Metacognitive Strategies of Latina/o Students Who Read Spanish and English. Technical Report No. 601.	55p.	L1	ED 376 433
The Micropolitical Influence of SES on a Building Principal and the Implementation of School Innovation.	23p.	L1	ED 376 605
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The Multiculturally Responsive vs. the Multiculturally Reactive: A Study of Perceptions of White Counselor Trainees.	21p.	L1	ED 376 381
A National Study of Research Priorities in Tech Prep Teacher			

A Model for Improving the Preservice Teacher/Cooperating Teacher Diad.	31p.	L1	ED 377 181
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A National Assessment of Economic Knowledge and Public Opinion on Economic Issues.	30p.	L1	ED 377 242
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National Study of Women Superintendents Using the Leadership Practices Inventory.	20p.	L1	ED 376 593
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Negotiated Program Evaluation in Spain.	14p.	L1	ED 377 244
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New Developments in Empirically Based Assessment and Taxonomy of Child/Adolescent Behavioral and Emotional Problems.	26p.	L1	ED 377 249
A New Model for School Accountability: The Urban District Assessment Consortium.	37p.	L1	ED 377 278
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Numbers and Words Revisited: Being "Shamelessly Eclectic."	20p.	L1	ED 377 235
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Our First Year of "Guides."	14p.	L1	ED 376 885
The Pace of Change: Next Steps in the Work of Universities.			

Systemic Education Reform.	33p.	L1	ED 376 795
The Teacher Trainer, 1994.	109p.	L1	ED 376 730
Violence in Sports .	17p.	L1	ED 377 127
Virginia Resolves, 1993-1994.	54p.	L1	ED 377 119
Working Papers in Educational Linguistics. Volume 10, Number 2.	35p.	L1	ED 376 736

(D40) Dissertations/Theses - Undetermined

ADA Compliance: What Are We Doing?	36p.	L1	ED 376 855
Adult Literacy Services in Rural Public Libraries.	41p.	L1	ED 376 850
Assessing the Impact of Personal Computers on Informational Services in the Public Libraries of the Cleveland Public Library Consortium.	39p.	L1	ED 376 845
A Community Documents Its History: A Brief Account of the Shaker Historical Society and the Elizabeth Nord Library.	44p.	L1	ED 376 860
A Content Analysis of MLS Holders from "The Directory of Library & Information Professionals."	44p.	L1	ED 376 841
Content Knowledge of the Internet Among Public Reference Librarians at the Cleveland Heights Public Library.	37p.	L1	ED 376 853
A Core Bibliography of Womanspirit Books and the Ohio Public University Libraries.	43p.	L1	ED 376 842
The Development of Home Schooling Services in the Public Library: A Case Study.	36p.	L1	ED 376 848
Edward Christopher Williams and His Impact on Librarianship.	49p.	L1	ED 376 857
Faculty Status of Theological Librarians in the American Theological Library Association.	49p.	L1	ED 376 854
Improving Students' Transfer of Learning among Subject Areas through the Use of an Integrated Curriculum and Alternative Assessment.	61p.	L1	ED 376 943
The Job Market for Business Librarians: 1983-1992.	48p.	L1	ED 376 858

Worker-Centered Learning: Developing a Basic Skills Curriculum and Materials in a Union-Setting.	129p.	L1	ED 376 369

(053) Guides - Non-Classroom

1994—International Year of the Family.	19p.	L1	ED 376 937
The ABE Family Literacy Videotape Guide.	38p.	L1	ED 376 339
Access in Word and Deed. Barrier Free in Brief.	53p.	L1	ED 376 675
Access: Special Instructional Support Services. A Faculty Handbook.	67p.	L1	ED 376 305
African American Male Immersion Schools: Segregation? Separation? Or Innovation?	39p.	L1	ED 377 287
Alaska Special Education Recruitment and Retention Resource Manual.	33p.	L1	ED 376 635
Any Child Can Write: An At-Home Guide to Enhancing Your Child's Elementary Education. Revised Edition.	345p.	L3	ED 376 487
Assessment Methods for Infants and Toddlers: Transdisciplinary Team Approaches. Early Childhood Education Series.	339p.	L3	ED 376 628
At Home with Montessori.	26p.	L3	ED 376 960
Attention Deficit Disorders: A Handbook for Colorado Educators.	150p.	L1	ED 376 625
Basis of Accreditation for Educational Programs in Designated Health Science Professions.	135p.	L2	ED 376 877
The Battle over Homework. An Administrator's Guide to Setting Sound and Effective Policies. The Practicing Administrator's Leadership Series.	74p.	L2	ED 376 573
Begin the Between: Planning for the Transition from High School to Adult Life.	89p.	L1	ED 376 649
Behaviour Recovery: A Whole-School Program for Mainstream Schools.	127p.	L3	ED 376 685
C.O.L.O.R.: Celebrate Our Love Of Reading. 1994 Florida Library Youth Program.	157p.	L1	ED 376 819
Camp Animal Crackers.	22p.	L1	ED 376 932

	25p.	L1	ED 376 449
The Risks of Rewards. ERIC Digest.	3p.	L1	ED 376 990
Selecting the Focus of a Focus School. ERIC/CUE Digest Number 102.	4p.	L1	ED 377 271
Small Scale and School Culture: The Experience of Private Schools. ERIC Digest.	4p.	L1	ED 376 996
Systemic Education Reform.	33p.	L1	ED 376 795
Teaching about Conflict and Crisis in the Former Yugoslavia: The Case of Bosnia-Hercegovina. ERIC Digest.	4p.	L1	ED 377 139
Teaching Democracy in East Central Europe: The Case of Poland. ERIC Digest.	4p.	L1	ED 377 120
The "Whole" Whole-Language Debate, 1988-1992: Citations and Abstracts "pro et contra" from the ERIC Database.	26p.	L1	ED 376 448
Your Guide to ERIC.	199p.	L1	ED 376 861

(080) Journal Articles

Alabama's Rehabilitation Transition Counselors: A Statewide Study.	10p.	L2	ED 376 683
Assessment in Transition: A Functional Definition and Collaborative Program for Practice.	7p.	L2	ED 376 682
Cross-Cultural Communication in the Writing Center and in the Tutoring Session: A Process of Sensitization.	11p.	L1	ED 376 739
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From Interpersonal to Classroom Discourse: Developing Research Methods.	8p.	L1	ED 376 737
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(090) Legal/Legislative/Regulatory Materials

Assessing the Proper Use of Child Study Committees. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 29.	95p.	L1	ED 376 645
Basis of Accreditation for Educational Programs in Designated Health Science Professions.			

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Reading Recovery Research, 1986-1992: Citations and Abstracts from the ERIC Database.	25p.	L1	ED 376 449
Resources in Education (RIE). Volume 30, Number 4.	p.	L2	ED 376 268
Rural Leadership: January 1984 - May 1994. Quick Bibliography Series: QB 94-45. Updates QB 93-51.	40p.	L1	ED 377 006
Systemic Education Reform.	33p.	L1	ED 376 795
A Teacher's Guide to Folklife Resources for K-12 Classrooms. Publications of the American Folklife Center, No. 19.	40p.	L1	ED 377 112
Teaching Writing in the ESL/EFL Classroom: An Annotated Bibliography.	8p.	L1	ED 376 700
Transition II in Alabama: A Profile of Commitment. Proceedings of the Annual Statewide Conference on Transition((2nd, Auburn, Alabama, January 1993).	151p.	L2	ED 376 678
Transition in Alabama: A Profile of Commitment. Proceedings of the Annual Statewide Conference on Transition (1st, Auburn, Alabama, January 1992).	129p.	L2	ED 376 677
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(041) Dissertations/Theses - Doctoral Dissertations

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The Superintendent's Role in Developing a Community of Readers in Indiana Middle-Grades Schools.	202p.	L1	ED 376 431
A Template for the Systematic Implementation of Welfare Reform.	74p.	L1	ED 377 094

(042) Dissertations/Theses - Masters Theses

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Career Map Development Guide.	40p.	L1	ED 376 303
The Center for the Arts and Sciences Follow-Up Study of 1990 Graduates. Evaluation Report and Program Guides 1993-1994 and 1994-1995.	69p.	L1	ED 376 654
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Despacio y constantemente, preparenme: El Libro de Instrucciones que Crece con su Nino(a). Un Manual para los Padres y las Madres para Ninos desde el Nacimento hasta la Edad de 5 Anos (Slow and Steady, Get Me Ready: The How-To-Book that Grows with the Child. A Parents' Handbook for Children from Birth to Age 5).	345p.	L2	ED 376 956
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101p. L1 ED 376 762

H.R. 3254-The National Science Foundation Authorization Act. Markup before the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Third Congress, Second Session.
86p. L1 ED 377 071

Hearing on the Reauthorization of the Individuals with Disabilities Education Act (IDEA). Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, Second Session.
87p. L1 ED 376 623

High Performance Computing and Communications: New Program Direction Would Benefit from a More Focused Effort. Report to the Chairman, Committee on Armed Services, House of Representatives.
41p. L1 ED 376 807

How Libraries Must Comply with the Americans with Disabilities Act (ADA).
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Human Services Amendments of 1994. Conference Report To Accompany S. 2000. Committee of Conference, House of Representatives, 103D Congress, 2d Session.
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Measuring Up: Lakeland Community College Report of the ADA Task Force. A Self Evaluation of College Services, Facilities, Programs, and Activities.
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Preparing American Indian Students for the 21st Century. Hearing on S. 1150 To Improve Learning and Teaching by Providing a National Framework for Education Reform;...To Ensure Equitable Educational Opportunities and High Levels of Educational Achievement for All American Students; To Provide a Framework for Reauthorization....Hearing of the Committee on Labor and Human Resources. United States Senate, One Hundred Third Congress, First Session (Santa Fe, New Mexico, August 21, 1993).
41p. L1 ED 377 017

Prison Inmate Training and Rehabilitation Act of 1993. Hearing on H.R. 703 Prison Inmate Training and Rehabilitation Act of 1993, before the Subcommittee on Intellectual Property and Judicial Administration of the Committee on the Judiciary. House of Representatives, One Hundred Third Congress, Second Session.
142p. L1 ED 376 291

Public Access to the Information Superhighway through the Nation's Libraries.
31p. L1 ED 376 821

Ready To Learn Act. Hearing on S. 3134 of the Committee on Labor

Women, Welfare and Higher Education: A Selected Annotated Bibliography.	26p.	L2	ED 376 782

(132) Reference Materials - Directories/Catalogs

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BIS Handbook: An Organizational Manual & Directory. 1994-1995. Revised.	42p.	L1	ED 376 839
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Transition Strategies That Work: Profiles of Successful High School Transition Programs.	66p.	L1	ED 376 672
Youth Solid Waste Educational Materials List, November 1991.	62p.	L1	ED 377 025

(134) Reference Materials - Vocabularies/Classifications

Fraz ak Mo Ki Itil Angle-Kreyol Ayisyen = English-Haitian Creole Phrasebook with Useful Wordlist (for Kreyol Speakers).	142p.	L1	ED 376 724
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Washington State Department of Social and Health Services County Data Report: Fiscal Year 1991.	119p.	L1	ED 376 417

(140) Reports - General

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Women Workers: Trends & Issues, 1993 Handbook.	270p.	L1	ED 376 314

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Factors That Do and Do Not Affect "r" and Its Generalizations.	34p.	L1	ED 377 211
Feasibility Study on the Development of a Regional Curriculum Development and Materials Production and Equipment Centre. Consultants Report. Education Reform Strategy Project 4B.	161p.	L1	ED 376 793
Federal Workplace Literacy Project. Internal Evaluation Report.	44p.	L1	ED 376 310
Financial Aid to Low-Income College Students: Its History and Prospects.	56p.	L1	ED 377 265
Focus Schools: A Genre To Consider. Urban Diversity Series No. 106.	61p.	L1	ED 377 293
A Formative Evaluation of Two Gallaudet University/Rochester Institute of Technology Courses Offered via Teleconferencing.	46p.	L1	ED 377 213
Governance Issues: State Educational Telecommunications Council.	14p.	L1	ED 377 007
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High School Graduates in Tennessee, 1992. A Survey.	65p.	L1	ED 377 232
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(043) Dissertations/Theses - Practicum Papers

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Everything You Need To Know about Discrimination. The Need To Know Library. Revised Edition.	65p.	L3	ED 377 258
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Give Water a Hand. Farm and Ranch Site Action Guide. Organizing Water Conservation and Pollution Prevention Service Projects in Your Community.	33p.	L1	ED 377 069
Give Water a Hand. Home Site Action Guide. Organizing Water Conservation and Pollution Prevention Service Projects in Your Community.	34p.	L1	ED 377 070
Give Water a Hand. Leader Guidebook. Youth Action Program. Promoting Good Water Management Practices at Home and in the Community.	33p.	L1	ED 377 066
A Guide for Judging Portfolios.	16p.	L1	ED 377 210

and Human Resources. United States Senate, One Hundred Second Congress, Second Session and Ready To Learn Act, Public Law 102-545.
100p. L1 ED 376 989

Reauthorization of the Elementary and Secondary Education Act of 1965. Hearing on the Administration's Proposal before the Committee on Indian Affairs. United States Senate, One Hundred Third Congress, Second Session.
145p. L1 ED 377 018

The Reemployment and Training Act of 1994. Hearings before the Subcommittee on Labor of the Committee on Labor and Human Resources. United States Senate (March 16, 1994 and July 26, 1994).
60p. L1 ED 376 378

S. 2195. The National Public Telecommunications Infrastructure Act of 1994. Hearing before the Subcommittee on Communications of the Committee on Commerce, Science, and Transportation. United States Senate, One Hundred Third Congress, Second Session.
66p. L1 ED 376 805

A Study of Alternative Education in Virginia. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 32.
58p. L1 ED 376 571

Technology for Education Act of 1993. Hearings on S. 1040 before the Committee on Labor and Human Resources. United States Senate. One Hundred Third Congress, First Session (Washington, D.C., July 21, 1993 and Albequerque, New Mexico, August 18, 1993).
116p. L1 ED 376 796

Texas Library Systems Act and Rules for Administering the Library Systems Act.
32p. L1 ED 376 822

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130p. L1 ED 377 137

(100) AudioVisual Non-Print Materials

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p. L3 ED 376 946

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(141) Reports - Descriptive

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Arranging Multi-Text Reading Experiences That Expand the Reader's Role. Technical Report No. 604.	26p.	L1	ED 376 435
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An Associate Degree in High-Performance Manufacturing. Final Report.	48p.	L1	ED 376 894
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